A Review of the Lexical Content and Its Treatment in Ministry-Approved Level-One EFL Textbooks Usend in Japanese Public Lower-Secondary Schools

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ABSTRACT

There is broad agreement among scholars that EFL learners require the most common words of English as the basis for a usable competence and that evidence of large corpora of English texts can identify the most common words and their meanings and uses. The Japanese Ministry of Education includes a prescribed list of high-frequency word-forms which must be included in EFL textbooks approved for use in lower-secondary state school EFL instruction for beginning/near beginning learners. However, since there are no explicit meaning priorities for these word-forms established in the Ministry's guidelines, it is hypothesized that the Ministry's prescribed list will not effect a principled implementation of the word-forms or a systematic treatment which includes their most common meanings and uses.

Data appended here from corpora developed by a manual listing of the lexical items from each of the 1998 level-one Ministry-approved EFL textbooks have been compared to corpus studies in the literature and current searches of the CobuildDirect corpus. Findings suggest that the textbooks' variable treatment of word-forms excludes their most common meanings and uses. Findings further suggest that the treatment of lexis is ill-informed of lexical principles and impacts negatively on learners' exposure to the most common words of English.

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INTRODUCTION

The Japanese Ministry of Education includes a prescribed list of high-frequency word-forms which must be included in EFL textbooks approved for use in lower-secondary public (state-supported) school EFL instruction for beginning/near-beginning learners; however, to what extent does the implementation of the Ministry's prescribed list in Ministry-approved textbooks, in fact, reflect a principled approach to lexis and a systematic treatment of word-forms which exposes learners to the most common words of English and their meanings and uses? This review determines the lexical content of the level-one Ministry-approved EFL textbooks used in lower-secondary public schools by a manual listing of lexical items found in each of the textbooks. Data from these small corpora are used here to assess the textbooks' treatment of prescribed word-forms and the Ministry's lexical guidelines on the basis of lexical principles (Sinclair and Renouf: 1988). The term "lexical principles" as used here refers simply to the principles found in the literature for the informed selection and treatment of lexis (vocabulary) in EFL pedagogy.

Nearly a decade of experience teaching first-year *upper*-secondary school Japanese EFL learners suggests that such a review is warranted. It has been observed that incoming EFL learners of variable academic achievement and motivation, accepted from a wide range of lower-secondary public schools, display a mutual, broad and consistent pattern of unfamiliarity with many of the most common words of English as well as the most common meanings and uses of words for which they have a limited familiarity.

There is broad agreement among scholars that EFL learners will require the most common words of English as a basis for a usable competence and of the value of multi-million word corpora for identifying these words on the basis of their textual frequency (Twaddell: 1973; Richards: 1974; Carter: 1987; Sinclair and Renouf: 1988; McCarthy: 1990; Nation: 1990; Willis: 1990, 1999). Obviously, as Nation (1990) points out, some very common words (found among even the first 1000 words of most frequency lists) would not necessarily be suitable for an elementary-level pedagogical corpus. However, the deficiency in vocabulary widely observed among learners noted above extends well beyond words which could be deemed unsuitable to an extent that would not be anticipated of learners who have received between 315 to 420 hours of EFL classroom instruction prior to their entrance into upper-secondary school.

While there may be other factors involved in learners' lack of familiarity with many of the most common words of English and their meanings and uses, the rationale for selecting the lexical content of Ministry-approved textbooks (which constitutes the end product of the Ministry's lexical guidelines and the implementation of its prescribed list) for review seems compelling. To begin, the relationship of a prescribed list of words to EFL vocabulary acquisition is obvious. Moreover, the Ministry's prescribed list is the focal point of its EFL syllabus and textbook development and approval process, which gives rise to legitimate concern as to its adequacy for EFL pedagogy. This concern is heightened given the prominence of the EFL textbook as the principal, if not sole, EFL language resource used in Japanese public lower-secondary school EFL instruction. Furthermore, the text-books' lexical content represents identifiable and analysable subject

matter for inquiry, whereas other possible factors, such as motivational or methodological variables, do not. Additionally, while teachers may adopt a variety of methods across schools or across classes within the same school, the Ministry's prescribed list and Ministry-approved textbooks are elements of the lower-secondary school EFL curriculum common to all EFL instruction in public lower-secondary schools.

Given the high proportion of textually prominent grammatical or "empty" words invariably found among the most common words of the language, any EFL course, particularly an elementary one, will include numerous high-frequency items. Therefore, the initial selection of a basic list of high-frequency word-forms for inclusion in an EFL syllabus is, in itself, not indicative of a principled approach to lexis or a guarantee of a systematic treatment of those word-forms which exposes learners to their most common meanings and uses. In the absence of explicit and detailed specifications of what about the word-forms is meant for teaching, English polysemy will likely result in variable and inconsistent treatment of the word-forms when implemented in textbooks. As such explicit specifications are lacking in the Ministry's guidelines, it is hypothesized that the Ministry's list, despite the inclusion of a high percentage of textually prominent word-forms, will not effect a principled implementation of the word-forms or a systematic treatment which includes their most common meanings and uses in the textbooks.

This paper follows from the premise that ascertaining which lexical items actually occur in the Ministry-approved textbooks is the best measure of an accurate and objective assessment of the extent to which the implementation of the Ministry's prescribed word-

forms exposes learners to the most common words of English and their most common meanings and uses. Therefore, the research data compiled from a manual listing of lexical items found in each of the textbooks as well as a review of the word-forms on the Ministry's list have been appended here and serve as the basis for findings in this paper. Appendix A includes the complete list of the Ministry's prescribed word-forms and assessments of their general textual frequencies. Appendix B includes high-frequency lexical items derived from the Ministry's list and a comparison of their inclusion in the textbooks. Appendices C and D include additional lexical items found in the textbooks, which are approved but not prescribed by the Ministry. Appendix E includes provisional lists of multi-word items included in the textbooks.

Generally speaking, this review focuses on three areas: identifying the lexical items occurring in the textbooks and assessing their textual frequencies (assessed according to *The Collins COBUILD English Dictionary, 1995 ed.* (CCED), see section 3.2.2 below); reviewing the Ministry's specifications for its prescribed list and their impact on its implementation in Ministry-approved textbooks; and analysing the textbooks' subsequent treatment of prescribed word-forms.

Given that this review is necessarily restricted to the level-one textbooks in these courses of study, it should be seen as a preliminary inquiry into an analysis of the lexical content and its treatment in Ministry-approved EFL textbooks. Inasmuch as these properties are developed in the textbooks in conjunction with the Ministry's lexical guidelines for EFL instruction, and the textbooks are subsequently reviewed and approved by the Ministry

for use in lower-secondary schools, this review is also a preliminary assessment of the Ministry's approach to lexis. Findings here indicating that the approach to lexis is ill-informed of lexical principles found in the literature and that the treatment of lexis displays a lack of systematic attention to exposing learners to the most common words of English and their meanings and uses could justify the development of a full-scale corpus of current Ministry-approved EFL text-books covering the three year/course levels. That corpus would be compared with contemporary corpora of naturally occurring English texts, such as the Bank of English, and follow along the lines of previous studies, such as Renouf (1984). The development of such a corpus of lexical items in the discourse of EFL textbooks can provide data which "can allow attestable inferences to be drawn concerning the degree of artificiality or constructedness of such language compared with the naturally occurring text" (Carter, 1987:182). Findings from such a future study could provide empirical evidence towards a consideration of informed changes in the Japanese EFL textbook development process for Monbusho-approved EFL textbooks used in public lower-secondary school EFL instruction.

Chapter one outlines for the reader preliminaries concerning EFL instruction in Japanese lower-secondary schools: the Ministry's guidelines and objectives; the role of English in Japanese society and EFL classrooms; and the prominence given to the EFL textbook as the primary, if not sole, EFL resource used in lower-secondary school EFL instruction, making the principled selection and treatment of vocabulary in EFL textbooks an absolute necessity.

Chapter two is a survey of the literature concerning the principled selection and treatment of vocabulary in EFL instruction for beginning/near beginning learners. It first acknowledges recurrent critical themes in the literature concerning negative methodological influences on the role and treatment of vocabulary in EFL textbooks and the value of corpora and corpus studies towards a richer concept of vocabulary in EFL instruction. It then discusses two broad aspects of a principled approach to lexis in EFL pedagogy: issues relating to the *selection* of items to be included on a pedagogical word list for beginning/near beginning learners of "general" English and issues relating to the *specification* of what about an item is meant for teaching and the number of items that would constitute an adequate corpus.

Chapter three delineates the materials and methods used in this review and outlines the parameters adopted for manually listing lexical items occurring in the textbooks. It addresses the use of the CCED for assessing the general textual frequency of items and establishing meaning priorities for them using corpus studies in the published literature and current findings from the CobuildDirect corpus.

Chapter four presents and discusses findings which compare the treatment of lexis in the textbooks with corpus evidence and recommendations in the published literature. The data drawn from the corpora of lexical items occurring in the textbooks appended here serve as the basis for comparison. Findings are not exhaustive but concern the extent to which the textbooks' treatment of lexis suggests an informed and principled treatment and a systematic attention to exposing learners to the most common words of English and

their most common meanings and uses. Findings concern: the inclusion of prescribed word-forms and additional lexical items in the textbooks and assessments of their textual frequencies; the impact of the Ministry's specifications of its list on the treatment of word-forms in the textbooks; a contrast of the textbooks' treatment of specific lexical items to evidence of their uses in corpus studies; a comparison of the grading/inclusion of irregular verbs with their grading in corpus evidence; and a sample of the recurrence of lexical items.

This review concludes with a consideration of its limitations, a brief summary of the implications of its findings, and recommendations for further research.

CHAPTER 1: Preliminaries: Monbusho and Its Guidelines for EFL Instruction in Lower-Secondary Schools; The Role of English in Japan and EFL Textbooks.

1.1 Monbusho

The Japanese Ministry of Education (hereafter: Monbusho) lays down national curriculum standards for all school levels and provides for the minimum number of school weeks per year, the subjects offered, and the hours allotted for their instruction. Monbusho's *Courses of Study* issues broad "guidelines" for the objectives and standard contents of each school subject (Monbusho: 1998a).

1.1.1 EFL in Lower-Secondary Schools

English is a required subject in the lower-secondary school curriculum, which is learners' first official exposure to EFL instruction in the formal public educational system (Monbusho: 1998b). New Monbusho guidelines to be introduced in 2002 will endorse EFL instruction in elementary schools but not require it. The standard number of teaching hours allotted for EFL instruction is 105 to 140 for each of the three grades/years, for a total of between 315 and 420 total hours.

1.1.2 The Monbusho *Courses of Study* Guidelines for EFL: Objectives and Lexical Content

The *Courses of Study* guidelines do not endorse any particular methodology; however, Monbusho's EFL pedagogical objectives are quite clear. They call for developing the "four language skills": listening, speaking, reading, and writing in current standard English (Monbusho: 1989). They particularly emphasize listening and speaking practice "in order for students to develop practical communicative competence in the target

language" (Monbusho: 1998b). Specifically mentioned targets are "acquiring such functions of discourse as 'greeting', 'making requests' and the like" (ibid.). The guidelines also include a prescribed list of 507 'words' required for inclusion in lower-secondary school EFL textbooks (Monbusho, 1989: 102-107, Table 2) [see Appendix A].

1.2 The Role of English in Japanese Society and Its Bearing on EFL Instruction.

Hadley (1997:74), employing Kennedy's (1986) procedure for studying socio-linguistic language roles and domains, argues convincingly that "despite many years of intensive English study, Japan remains a monolingual society. Japanese is the native language (NL) for work, home, religion, law and social life." English, therefore, is not truly a second language; its main domain is in education, primarily as a foreign language subject in the national curriculum. Consequently, young Japanese learners rarely have the opportunity in their society to use English among themselves outside of an academic setting.

Willis (1999:14) differentiates between the EFL/ESL learners' corpus and the pedagogic corpus. The pedagogic corpus concerns the classroom: "the texts, spoken and written, which makeup the learners' basic experience of the language." The learners' corpus concerns various exposure to English from outside of the classroom. Willis situates the pedagogic corpus within the broader frame of the learners' corpus. However, in a monolingual society such as Japan, the learners' corpus is narrowed considerably. Although there are opportunities for exposure to English in Japan (bilingual news programming, satellite television, radio programming, etc.), experience strongly suggests that younger learners of lower-secondary school ages rarely, if ever, avail themselves of

the English language component of these bilingual resources. Thus, such sources may realistically be said to constitute only a minute addition to the "pedagogic corpus."

Even *within* the academic setting, particularly in lower and upper-secondary schools, learners are unaccustomed to hearing their Japanese English teachers speak English in the classroom. Years of experience in the upper-secondary school system and informal interviews with lower-secondary school Japanese English teachers confirm Hadley's (1997:76) observation that most secondary-school teachers "opt to continue with modified forms of Grammar-Translation" (see also Miura: 1999). Teachers tend to rely heavily on the L1 in the classroom, and elaboration or critical scrutiny in English of the language presented to learners in EFL textbooks is uncommon. During the occasional visits of native-speaking Assistant Language Teachers (ALTs), the Japanese EFL teachers typically defer to the native-speakers. The English texts, spoken or written, to which learners are exposed are, therefore, quite limited, which serves to position the EFL textbook as learners' principal EFL text.

Other factors contribute to the undue prominence of the EFL textbook as the primary, if not sole, EFL language resource: textbooks are required by Japanese law to be used in secondary-schools for teaching of all subjects (Monbusho: 1998a); class size usually numbers thirty-eight to forty-two students; teacher work load is excessive; and teachers in public schools are required to finish the assigned text-book within the school year. Overall, Sinclair and Renouf's (1988) comment on the textbook's prominent role in EFL instruction in general remains applicable here:

> Most language teachers, however, do not have the choice, but are obliged to use a textbook and nothing else. . . .there is for language teachers in state schools and private organizations increasingly no distinction between syllabus, methodology and coursebook. All are blended in an officially blessed publication from which it is imprudent or illegal to deviate (145).

That the EFL textbook is the primary English text to which lower-secondary public school learners are exposed augments the need of a principled treatment of lexis in Ministry-approved textbooks which exposes learners to the most common words of English and their meanings and uses.

1.3 Monbusho's Textbook Approval and Authorization and Textbook Choice

"Textbooks to be used in schools must be either those authorized by the Minister of Education, or those compiled by Monbusho itself" (Monbusho: 1998a). While the textbook authorization process is obviously a convoluted one, with strong cultural and political overtones, concerning EFL textbooks, lexical conformity with Monbusho guidelines is also an integral part of the approval process. The prescribed list of words in Monbusho guidelines must be included in EFL textbooks in order for them to receive Monbusho's authorization and approval. Textbook writers take pains to highlight and reference the inclusion of these words in their textbooks. For individuals familiar with the list of prescribed words, it is at times painfully obvious that some dialogues and reading passages have been constructed for the primary purpose of including them within the

textbooks. Additional words may be included, and these, too, are subject to Monbusho's censure.

Subsequent to Monbusho's initial screening, compulsory rewriting of textbooks may be required. Compliance with Monbusho guidelines is mandatory for Monbusho's approval and authorization for use in public schools. Officially, all lower and upper-secondary schools must choose their textbooks from among Monbusho-authorized textbooks and report the titles to the local boards of education, which are supervised by Monbusho. Selection of an EFL textbook from Monbusho's list of authorized textbooks is typically an English department faculty decision.

While Monbusho guidelines also outline grammatical/structural forms or 'language elements' which *may* be drawn upon in EFL textbook development and classroom instruction, the inclusion of these elements within the textbooks is not, strictly speaking, required. Nonetheless, the tendency of textbook writers to construct textbooks around these elements is apparent.

CHAPTER 2: A Literature Review of Important Lexical Principles Applicable to Pedagogical Word Lists and Their Implementation in EFL Textbooks

Since a list of prescribed words is integral to Monbusho's guidelines for EFL instruction for lower-secondary schools, a review of the literature concerning the lexical principles which should inform such lists and their implementation in EFL textbooks is in order. To begin, however, it is useful to briefly address influences on the role and treatment of vocabulary in EFL textbooks.

2.1 Influences on the Role and Treatment of Vocabulary in EFL Textbooks

This paper does not intend a critique of methodologies which may be apparent in the textbooks under consideration here. However, corpus studies in the literature contrasting findings of real language use with the language found in EFL textbooks address critical themes of "methodological" influences on the "traditional" role and treatment of vocabulary in many EFL textbooks. The critical commentary focuses on two aspects of EFL textbook development: the use of intuition/introspection-based grammars to inform EFL textbooks and the persistent tendency of textbook writers to develop textbooks around grammatical/structural topics. Since these two aspects of textbook development may readily be seen to have influenced the textbooks under consideration here, a brief discussion of the recurrent critical commentary from the literature is in order.

2.1.1 Traditional Grammars Informing EFL Textbooks: Intuition or Evidence?

"The linguistics of the twentieth century has been the linguistics of scarcity of evidence" (Sinclair, 1997:27). According to Sinclair, this scarcity has made a virtue of the necessity

of moving from scant linguistic evidence to introspection in the development of grammars by theoretical linguists. The results, however, are "most disappointing" because such grammars "after many years, do not produce output that comes near to actual usage" (ibid.: 29). Mindt (1997) concurs. Concerning the grading of the functions of grammatical forms in the traditional grammars within his study, he argues that "grading that is based on intuition rather than empirical evidence. . .very often does not reflect the actual use of English" (ibid.: 46). Lewis (1996:11), too, argues that concerning grammar "it is by no means clear within a lexical framework that the most generative structures are those of the traditional language course. Studies of real language use suggest rather differently."

Sinclair (1997:29) further stresses that native speakers' intuitions about their language are "substantially at variance with their own language behavior." Additionally, Sinclair and Renouf (1988:151) also argue that introspection and intuition are unreliable for "isolating consciously what is central and typical in the language." Concerning the selection and treatment of vocabulary in EFL pedagogy, "what is central and typical of the language" is precisely what will be most useful to learners, especially beginning learners.

2.1.2 "TEFL-ese" in EFL Textbooks and Its Effects on the Role and Treatment of Vocabulary

2.1.2.1 Two Contrasting Models of Language

Sinclair (1991) contrasts two principles or models of language organization. The first, he refers to as *the open choice principle*, or "the slot and filler" model. In this model texts are seen as "a series of slots which have to be filled from a lexicon which satisfies local constraints. At each slot virtually any word can occur" (109). The second principle or

model is referred to as *the principle of idiom*, the principle that "a language user has available to him or her a large number of semi-preconstructed phrases that constitute single choices, even though they might appear to be analysable into segments" (ibid.:110). The semi-preconstructed phrases of which Sinclair writes are variously referred to in the literature as *lexical phrases, multi-word units, fixed phrases, chunks*, and so on. Sinclair argues further that "it is unhelpful to analyse grammatically any portion of text which appears to be constructed on the idiom principle" (ibid.:113). Moreover, he contends that *the principle of idiom* is, in fact, the dominant of the two models.

2.1.2.2 Simplification of the "Slot and Filler" Model in EFL Textbooks

Willis (1993; 1999) argues convincingly that the "slot and filler model" informs the largest part of EFL textbook content. However, as Mackey (1965:161) states, "since it is impossible to teach the whole of a language, all methods must. . .select the part of it they intend to teach," the model is necessarily simplified in the presentation of discrete structural/grammatical topics. According to Willis (1990), the resulting "language" created is not English, per se, but what he refers to as "'TEFL-ese'—a language designed to illustrate the workings of a simplified grammatical system and bearing a beguiling but ultimately quite false similarity to real English" (Introduction to *The Lexical Syllabus*). Willis provides a large number of findings where the traditional picture of English use presented to learners in the "medium of TEFL-ese" is at variance with actual English use. Mindt (1986; 1989) finds substantial evidence of the "TEFL-ese" of which Willis speaks in the German EFL grammars and textbooks in his studies. Sinclair (1997:30) refers to such language in EFL textbooks as a "mythology" about English which language teachers

take for granted but much of which is challenged by corpus evidence. Mindt (1997:41), too, directs his criticism against both "a long-standing tradition of English language teaching" using such simplified grammatical/structural topic presentations and the traditional intuition-based grammars which inform them. "Both these sources," he says, "are of questionable value. Tradition, even if it is most venerable, cannot serve as a substitute for research." He reports numerous findings similar to those found in Willis (1990), concluding that "for all areas of grammar which we have studied so far it has become clear that the English taught in German textbooks is at variance with the language used by native speakers" (Mindt, 1997:42).

2.1.3 The Role and Treatment of Vocabulary in EFL "Tradition"

Contrasting corpus evidence with the illustrative grammar of "TEFL-ese" illuminates the false division between vocabulary and structure inherent in such "language" and its negative impact on the role and treatment of vocabulary in EFL textbooks employing it.

Twaddell (1973:63) refers to this as "down-grading of vocabulary." He states that, "texbook writers are under pressure. . .to organize learning materials around structural topics. That means, of course, that they will treat vocabulary just as the vehicle for the illustration of grammatical topics rather than as a set of counters with communicative value in themselves." This description of the treatment of vocab-ulary readily calls to mind the "slot and filler" model. Richards (1976:80), acknow-ledging this "tradition" in EFL materials, cautions that the "traditional division between *vocabulary* and *structure* is in fact a tenuous one." Discussing assumptions and implications of what it means to "know" a word, he argues that, among other things, knowing a word means knowing the

syntactic behaviour associated with it. Citing Nilsen (1971), he illustrates that verb choice determines the cases required in a given sentence. Similarly, Willis (1999:5-7) illustrates that "clause structure is not independent of the lexical items which realise its elements" and that "structure and lexis interact at the level of structure" (see also Willis: 1993).

Rather than perpetuate a false division between vocabulary and structure for the purpose of illustrating a simplified and idealised language, which is "unlikely to take us anywhere near the study of language in use," studies of real language argue that the strategy of highlighting textually prominent meanings and uses of words and phrases is more productive than teaching structural patterns (Willis, 1990: 12-19).

This point seems all the more true when we look at the nature of producing language in real time, which necessarily involves drawing on grammatically unanalysable "semi-preconstructed phrases." Skehan (1992:186), for example, argues that a user "achieves communication *in real time* not by the complexities of producing utterances on the basis of a rule system. . .but instead draws on ready-made elements and chunks." Widdowson (1989) also argues that communicative competence is not a matter of knowing rules for the composition of sentences, but of having a deployable knowledge of such lexical phrases and idioms (see also Lewis: 1993).

2.1.4 Causes for Concern in the Present Consideration of EFL Textbooks

Mindt's (1997) criticism that "the English taught in German textbooks is at variance with the language used by native speakers" extends beyond the German EFL grammars and

textbooks in his studies. He suggests that this problem is not only true of Germany and that "a closer look at textbooks used in other countries reveals that we are dealing with a more general problem" (ibid.: 40-41).

It is anticipated that these negative influences will also impact detrimentally on the role and treatment of vocabulary in the textbooks considered here. Although it would be remiss not to acknowledge the impact of these influences, this paper is concerned with the *lexical content* of the textbooks, irrespective of their apparent methodologies.

It is a matter of speculation why "the medium of TEFLese" and intuition-based grammars continue to so widely inform EFL textbook development. Sinclair (1988) suggests that their [former] acceptance stems from the problems of analysing real language; Sinclair (1997:30) suggests their enduring presence stems from the fact that "fashionable ELT methodology has paid little attention to the state of language description" (see also Sinclair: 1990).

2.1.5 Computer Corpora Resources for Informing EFL Textbook Development

This shift follows from the fact that for some years, advances in computer technology enabling the storage and retrieval of large corpora of many millions of words, such as Birmingham University's "The Bank of English" have provided an abundance of evidence which is based not on introspection but on an analysis of actual written and spoken language used in communication. Sinclair (1997:29) relates that "patterns of usage, concord and coselection abound in the corpora and not many are familiar from published grammars." The disparity between corpus evidence and the established norms

of linguistic presentation in EFL textbooks argues for giving findings of actual language use evidenced in computer corpora more prominence in EFL textbook and materials development. According to Sinclair this course is inevitable: as language texts on CD-ROMs become more available and data-driven learning more familiar to learners, "problems will arise when the textual evidence does not fit the precepts of the classroom and textbook, and the mythology will prove no match for the facts" (op. cit.: 30).

A few leading figures in applied linguistics, most notably Widdowson (1992), have cast doubts on the relevance of corpus findings to EFL instruction. However, in addition to the previously mentioned scholars who resoundingly endorse the use of computer corpora, this paper cites an overwhelming number of scholars who highly value the use of corpus evidence in EFL instruction in general and EFL vocabulary materials development in particular.

2.1.5.1 The Value of Corpus Data for EFL Vocabulary Materials Development

Carter (1987:181), for example, says of the Birmingham Collection of English Text (BCOET), the forerunner to The Bank of English, that there "is little doubt that such corpora offer invaluable data for vocabulary materials development," particularly concerning "*frequency* of use." McCarthy (1990) also cites the value of corpus data for determining the frequency and range of words, as well as their frequency of meaning. Nation (1990), too, points to the value of corpus evidence concerning word frequency and range for informing EFL vocabulary selection. Sinclair and Renouf (1988) used extensive data from the BCOET for establishing lexical selection criteria and meaning/sense priorities in the development of a lexical syllabus (see also Willis: 1990),

which in turn was the basis for the development of the *Collins COBUILD English Course* (Willis and Willis: 1988). More recently the application of computer corpora to language teaching and the advancement of DDL and CALL methodologies have resulted in scholarly works too numerous to list here, and there is "every reason to believe that language corpora will have a role of growing importance in teaching" (Leech: 1997:1). The evidence of actual English language use that such corpora provide will prove invaluable to language teaching, since as Wichman (1997) states, "the end product of language teaching, the ability to communicate, must ultimately take place in the real world, and not in a linguistically contrived one" (Introduction to *Teaching and Language Corpora*).

2.2 Lexical Principles Relating to Pedagogical Word lists for Beginning/Near Beginning EFL Learners and Their Implementation in EFL Textbooks

While space here does not permit an exhaustive consideration of all such lexcial principles, two broad aspects of primary concern emerge: issues relating to the *selection* of lexical items to be included on a pedagogical word list for beginning/near beginning learners of "general English" EFL instruction and issues relating to the *specification* of what about an item is meant for teaching and how many items constitute an adequate corpus.

Concerning lexical selection, primary issues are: the challenge that EFL vocabulary acquisition presents to learners and the subsequent imperative for utility and economy in lexical selection; textual frequency as a critical criterion for selecting the most common words of English; and the limitations of textual frequency and the use of subjective measures as supplementary lexical selection criteria.

Issues relating to the lexical specifications of word lists for EFL pedagogy which impact their principled implementation in EFL textbooks, couched here in relation to Monbusho's list, concern: the concept of 'word' informing the list and its effect on establishing meaning priorities for polysemous lexical items and specifying what about the items is meant for teaching; what counts as a word, affecting the inclusion/exclusion of important items consistent with explicit pedagogical objectives; the number of items included on the list and in the EFL textbooks overall and the proportion of high-frequency items among them; whether the treatment of word-forms reflects systematic attention to their most common meanings and uses; and the extent to which the resulting corpus is commensurate with explicit pedagogical objectives and the requirements of the EFL curriculum.

2.2.1 Issues Concerning Lexical Selection

2.2.1.1 The Challenge EFL Vocabulary Acquisition Presents to Learners

EFL vocabulary acquisition presents learners with a daunting task. Nation (1990:11) informs that, although estimates of vocabulary size of native speakers reflect wide variations, estimates of 20,000 words for university undergraduates are "most likely to be correct."

Willis (1999:3) states that English polysemy means that even the most frequent 2500 words present "formidable learning problems." Additionally, Honeyfield (1977), Richards (1970) and Nation (1990) all point out that even learners who master the most frequent 2-3000 words will still be unfamiliar with 10-20 percent of any given text. Furthermore, Lewis (1993) and Pawley and Syder (1983) estimate that multi-word items (MWIs) range from tens to hundreds of thousands, respectively.

Vocabulary acquisition obviously presents learners with a tremendous challenge. Twaddell (1973:70) rather glumly reminds us that classroom time and learners' home-work time is "nowhere near sufficient" to provide learners with adequate vocabulary resources. Utility and economy, therefore, are imperative in the selection and treatment of vocabulary for EFL pedagogy.

2.2.1.2 Utility and Economy of Lexical Selection in EFL Pedagogy

Willis (1990) argues that in order to assist learners to meet the challenge set before them, the course designer must specify its content as "economically as possible" and that this is "particularly important in designing materials for beginners or near beginners" (41-42).

Utility and economy of lexical selection figure prominently in such early word lists as: Ogden: 1930, 1968; Palmer: 1931; Thorndike and Lorge: 1938, 1944; Bongers: 1947; and West: 1953. Such concerns are similarly evident in various attempts at vocabulary control in establishing lexical selection criteria in terms of 'coreness' (Carter: 1987), 'familiarity' (Richards: 1970; 1974), and distinctions between 'procedural' and 'schematically' based words (Widdowson: 1983). Additionally, these concerns are obvious in the pedagogical emphasis on helping learners develop strategies for dealing with low-frequency words, such as guessing from context, rather than spending time learning individual words (Twaddell: 1973; Nation: 1990).

2.2.1.3 Lexical Textual Frequency of Occurrence and Lexical Range

The pedagogical usefulness of the most frequently-occurring words in English for EFL instruction is demonstrated by the fact that some eighty word lists this century have been

based upon the principle of word frequency (Richards: 1970). Word frequency was a critical criterion in establishing all of the word lists mentioned above.

It has long been recognized that although a word's frequency of textual occurrence is not the sole criterion for its selection in EFL instruction, it is a critical criterion. All learners, particularly beginning ones "will certainly need a close acquaintance with the most frequent words" (Willis, 1999: 3). A word's range, its distribution over a broad selection of topics and texts, is a necessary, complementary criterion to frequency for its pedagogical selection. Range qualifies frequency concerning a word's usefulness (McCarthy, 1990:69; Carter, 1987:44; see also Mackey and Savard: 1967). These complementary criteria are highly useful as lexical selection criteria for EFL pedagogy. Carter (1987:181), for example, states that it "is of obvious utility to learners of a language to know the most frequent words." Nation (1990: 16-20) also states that the most "frequent words deserve considerable time and attention from both teachers and learners" and that information concerning word frequency "can provide a principled basis for developing word lists for teaching." Richards (1974:73), too, says the "second-language learner will need the most frequent and wide ranging words in the language" (see also McCarthy: 1990:67; Sinclair and Renouf: 1988:148).

2.2.1.4 Textual Frequency: Problems and Limitations

There are, of course, problems associated with frequency counts in general and the corpora and data bases from which they are derived. Concerning the former, major issues include: whether different meanings of the same word-form are listed and the effects of inflected and derived forms on a word's place in a 'count' as well as the more

fundamental issue of what constitutes a "word" (Carter:1987 and Nation: 1983). (These issues as they relate to the CCED, the primary source for determining textual frequency in this paper, are discussed below in section 3.2.1.1.) It should be noted, however, that concerning the most frequent words of English, contemporary corpus studies evidence broad agreement as to what these lexical items are, and frequency counts have been largely "reduplicated by most corpus studies going back to West's (1953) manual count up to the Cobuild Bank of English" (Willis: 1999:3), making for lists which are "in fact, not particularly controversial" (Sinclair and Renouf: 1988:148).

Major issues associated with corpora and databases used to establish word frequency concern: corpus size, range of text-type, contemporariness, and distinctions between spoken and written "modes" of discourse (see Carter: 1983; McCarthy: 1990). (These issues as they relate to The Bank of English and the CobuildDirect corpus used in this paper are addressed below in section 3.1.4.) Additionally, regarding distinctions between spoken and written corpora, for the purposes of this paper, which focuses on beginning learners, Richards (1976:84) states that in "the elementary stages of language teaching, the distinction between spoken and written English is minimized, and apart from occasional problems. . .there is little interference."

While frequency and range are important criteria for a word's selection as pedagogically useful, they are by no means the only criteria. Richards (1970; 1974) and Nation (1990) examine problems which make vocabulary selection based solely on these two criteria untenable.

A major problem concerns the absence of useful and important words from the first or second 1000 words of most frequency lists. These include words necessary for successful classroom operation and many useful concrete nouns. Richards (1974: 72) states that "the relationship of frequency to information is an important factor in evaluating the role of word frequency in vocabulary selection." He argues that the "empty" words that constitute the upper levels of word frequency lists are typically of low information content, while "full" words of low-frequency are typically crucial to understanding a given text.

That learners will need additional words beyond the most frequently-occurring ones is without dispute. Scholars acknowledge the necessity of important items which relate to domestic reality and which facilitate the development of motivating courses of English study (Sinclair and Renouf, 1988: 150-151), noting that the most frequent words form "no more than the *basis* for a usable competence" (Willis, 1999: 3).

2.2.1.5 Subjective Measures of Lexical Selection in EFL Pedagogy

The need to supplement word frequency lists based on the objective criterion of textual frequency of occurrence has led researchers to develop methods of assessing the subjective importance of words based on their accessibility and retrievability from the learner's mental lexicon. "Availability" (Michéa: 1953; 1964) and "Familiarity" (Richards: 1970; 1974) are two such methods. Although these measures are not without limitations (see Richards, 1970: 91-93; Richards, 1974: 75-79), they offer important pedagogical insights for EFL vocabulary selection. Since the "relationship between the raw frequency of a word and its usefulness is not a direct one and by itself not necessarily

a sufficient condition for vocabulary selection," such insights, along with other linguistic specifications, need to be "synthesized" with textual frequency in order to determine the pedagogical usefulness of lexical items, (Carter, 1987: 181-184).

It is also clear, however, that learners will need the most textually frequent words in the language and that corpus evidence regarding word frequency and range provides useful objective data in establishing these criteria. Leech (1997:16) sums up the point: "whatever the imperfections of the simple equation 'most frequent' = 'most important to learn', it is difficult to deny that frequency information becoming available from corpora has an important empirical input to language learning materials."

2.2.2 Lexical Specifications of Word Lists

"A simple list of words in not nearly explicit enough to constitute a syllabus," state Sinclair and Renouf (1988: 146). In addition to deciding which words to teach, it is necessary to decide "what it is about a word that we want to teach, and what counts as a word" (ibid.).

2.2.2.1 English Polysemy and the Necessity of Establishing Meaning/Sense Distinctions and Priorities

Sinclair and Renouf further point out that it is the nature of modern English to make excessive use (e.g., through phrasal verbs) of its most frequent words (ibid.:155). Inasmuch as English polysemy presents formidable problems for learners; it also presents formidable problems for syllabus designers and textbook writers regarding which meanings/senses of polysemous words to include. A principled EFL syllabus, however, requires explicit guidelines concerning polysemous words. Carter (1987:185) states emphatically that English polysemy necessitates decisions as to which meanings to teach first. Richards (1974:79) lists "meaning priorities—the meanings most commonly

associated with words" as an essential principle in the construction of pedagogical word lists. In addition, scholars agree that knowing a word "means knowing many [not all] of the different meanings associated with the word" Richards (1976:82-83).

To a certain extent, the number of categories of meaning associated with a particular word is a matter of subjective judgment (Willis, 1999:3); however, corpus evidence is valuable in identifying the most common meanings and uses of lexical items. Some lexicographers (Ruhl: 1979; Moon: 1984; Stock: 1984) argue that much of what is called polysemy in a word results from senses which are heavily context-dependent, rather than intrinsic to the word itself. One of the implications of these studies for the pedagogical treatment of "polysemously-clined" items is the im-perative of focusing on the more prominent strands of meaning associated with them.

In making decisions about which uses and meanings to focus on, the "distinction between the possible and the typical is of the greatest importance" (Hanks:1987, cited in Wills,1990:40). Addressing collocation, Hanks argues that, given a reasonably lively imagination, words may be used in a variety of ways; therefore, it is essential to highlight the most typical uses for learners. Willis (1990: 41), too, argues that care should be taken that the language to which learners are exposed should be "typical of the language as a whole."

Of course, as McCarthy (1990:25) points out, meanings which are perceived by learners as psychologically central may not necessarily coincide with the actual frequency of use

of those items. Given the power of perceived central meanings in relation to storage in and retrievability from the mental lexicon and their transferability across languages, it may be useful to highlight these as well. However, this should not be done to the *exclusion* of more textually prominent meanings (compare Willis, 1990: 78-79). Concerning the most common words, Sinclair and Renouf (1988:154) state that they "have a few very common uses and a number of minor ones that can be given a low priority in the selection of items to be taught."

2.2.2.2 Inadequate Concepts/Definitions of 'Word' for EFL Pedagogy

The concept of 'word' informing a list bears directly on such decisions. Despite their common-sense appeal, some concepts are too limited to be useful to EFL pedagogy. For example, an orthographic description, which defines a word as any sequence of letters and possibly characters bounded on either side by a space or punctuation mark, is inadequate for EFL pedagogy. Carter (1987: 4-5) states that an "orthographic definition is. . . . not sensitive to distinctions of meaning or grammatical function. To this extent it is not complete." It is, therefore, unhelpful for making distinctions in the meanings of polysemous items.

Additionally, orthographic description is also incompatible with using textual frequency as a criterion for lexical selection because "from a lexical point of view, it is not always desirable to imply that there is an identity between the forms of a word" (Sinclair and Renouf: 1988:147). Using the textual evidence found in the BCOET, the authors illustrate that some forms of a word would appear in the top 650 most frequent items, while morphologically-related ones would not. The current CobuildDirect corpus relates

somewhat different grading of the items the authors draw upon but, nonetheless, reinforce the principle: *clothes* appears among the first 1900 items, but *clothe* and *clothing* do not; *suddenly* appears among the first 1900 items but *sudden* does not.

Furthermore, Sinclair and Renouf argue that "with the commoner words of the language, the individual word-forms are so different from each other in their primary meanings and central patterns of behavior. . .that they are essentially different 'words' and really warrant separate treatment in a language course" (ibid.: 147). Moreover, what 'counts' as a word may be restricted by orthographic description, which tends to exclude from the concept of 'word' some high-frequency items, such as *Mr, Mrs, Miss,* and *Ms* and the high-frequency MWIs *of course* and *all right.*

Overall, it is clear that a more inclusive concept of 'word' is necessary than an orthographic one. The studies of real language cited herein, therefore, call for descriptions of 'words' based on their typical meanings and patterns of use actually observed in naturally occurring texts, accessible in the evidence of corpus findings.

2.2.2.3 How Many Words?: A Profile of A Corpus for Beginners/Near Beginners

While there are no set rules concerning how many words should constitute a principled corpus for beginners/near-beginners, the literature provides clear guide-lines, taking into consideration the needs and goals of the learners. Generally, scholars call for "strict limitation" of vocabulary at the earliest stages of EFL instruction, so as to avoid over-burdening the tasks of memorizing. It is illuminating, however, to see what "strict limitation" entails. For example, concerning an adequate vocabulary for beginners,

Twaddell (1973:63-64) argues that while the transition from beginning to intermediate stages is not a fixed one, it can be assumed that *prior* to the intermediate stage, there are "several hundred words (in their various grammatical forms) that the learner understands directly, with no need to remember a native-language 'equivalent'." Willis (1990) similarly stressed 700 words (and identified over 2000 categories of meaning, based on textual frequency) to be highlighted in a level-one EFL course for beginners/near-beginners. Overall, Nation (1990:5) states that if "learners need to cover a whole range of language skills, then a productive vocabulary of around 3000 base words and a larger receptive vocabulary is needed." He lists 2000 high-frequency words with the admonition: "make sure they are learned" prior to upper-secondary school. For learners in upper-secondary school or university, Nation calls for spending a lot of time on "academic vocabulary" consisting of 800 additional items. Learners should begin studying these items "*after the first 2000 high-frequency words are mastered*" (op.cit.:16, italics added). It is interesting to note that even the most basic word lists, such as West's (1953) "definition vocabulary" and Ogden's (1968) "Basic English" contained 1490, and 850 words, respectively; however, mastery of these vocabularies would hardly be sufficient for reaching the goal of communicative competence Monbusho sets for learners.

Concerning developing communicative competence, scholars agree that a knowledge of "fixed phrases" or "multi-word units" is essential (Widdowson: 1989; Sinclair: 1991; Skehan: 1992; Willis: 1999). McCarthy (1990:67) suggests that because of their high-frequency in speech and writing, such lexical units should be included in word lists.

Furthermore, Carter (1987:176-177) suggests that the "primarily phonological patterns on which large numbers of routinized collocations are based" may facilitate their learnability, and he cites studies in Henning (1973) and Donley (1974), suggesting that lower-level learners may especially benefit from such acoustic and orthographic similarities in words.

Scholars typically call for "massive" vocabulary acquisition following the elementary stages of EFL learning (Twaddell: 1973; Richards: 1976; Judd: 1978; Nation:1990). Expansion of vocabulary is necessary for the development of reading skills and related strategies, such as guessing the meanings of low-frequency items from context. It is equally important for developing listening skills as well as adding greater flexibility to classroom activities and increasing learners' performance by making the material more meaningful to learners. The implication of the need for such massive vocabulary expansion following the elementary stages of EFL learning is that beginning/near-beginning learners will need a solid foundation knowledge of the most frequent meanings and uses of high-frequency vocabulary. The number of items that continually appears in the literature is between 2000 and 3000 items, and these figures refer to the "baseforms" of those items. Additionally, as mentioned above, less frequent lexical items, referring to the classroom and domestic reality will also be needed in elementary instruction to make for smooth classroom operation and motivating courses of instruction.

CHAPTER 3: Materials and Methods Used in This Review

3.1 Materials

The Textbooks Under Consideration

The following level-one EFL textbooks were approved and authorized by Monbusho for EFL instruction in lower-secondary schools for the 1998-1999 school year: Columbus (Mitsumura Tosho), Total English (Shubun Shuppan), Everyday English (Chukyo Shuppan), One World (Kyoiku Shuppan), New Crown (Sanseido), Sunshine (Kairyudo) and New Horizon (Tokyo Shoseki). The scope of this paper only allows for a consideration of level-one textbooks in these courses.

The Vocabulary Under Consideration

Generally speaking, when referring to vocabulary found in the textbooks this paper uses the term 'lexical item' or 'item' which Carter (1989:7) describes as "a useful and fairly neutral hold-all term" and which denotes "any lexical item which functions as a single unit in the lexicon" (McCarthy, 1990:158). The term 'word-form' is used to refer to decontextualized items in isolation, such as items on Monbusho's list.

3.1.2.1 Monbusho's List of Prescribed Words

The 507 word-forms on Monbusho's (1989) prescribed list of words (see Appendix A) found in its *Courses of Study* guidelines provide the initial vocabulary for consideration here. There are no MWIs on Monbusho's list.

3.1.2.2 The Additional, Non-Prescribed Lexical Items Found in the Textbooks

Since Monbusho allows for the inclusion of additional 'words' which are approved but not prescribed by Monbusho, this paper must consider these additional lexical items as well (see section 3.2.1, below).

3.1.3 The Texts

All written texts from each of the above textbooks, including the meta-language or rubric of the textbooks, practice drills, realia incorporated therein, songs, poems, and so on, were examined in the listing of lexical items. (It is reasonably assumed that items which do not appear in the written text will not be suddenly introduced on the accompanying course cassette tapes.) Lower-secondary school Japanese English teachers inform, however, that portions of the textbooks considered tangential to the main body of the text (scripted dialogues, reading passages, and practice exercises) are likely to be omitted from classroom instruction.

That lexical items found outside the main body of the text are unlikely to receive explicit classroom coverage is tacitly acknowledged by textbook writers from the universal exclusion of these items from the textbooks' own list of included words. Concerning such lists, indexed in each textbook, Sinclair and Renouf's (1988: 142) observation that it "is not clear what is signified by the presence of a word in the published word list of a coursebook" is applicable. Therefore, such lists proved largely unhelpful to the purposes of this paper, and many lexical items appearing on lists appended here would *not* appear on the textbooks' lists, and there should be no confusion or equating of the textbooks' list and lists appended here.

This paper, however, does take exception to including items not incorporated into the main body of the text which are confusingly or misleadingly illustrated for learners without benefit of L1 translation. The illustrative treatment of 'verbs' seems especially

problematic in this respect for some of the textbooks. For example, of the fifty verbs illustrated at the back of Everyday English, fifty-percent could not be correctly elicited from *native English-speaking EFL instructors* by looking at the associated pictorial representation.

The 1995 edition of the *Collins COBUILD English Dictionary* (CCED) is the primary resource used in this paper to determine the general textual frequency of the lexical items considered here. The 1995 edition of the CCED contains explicit information concerning the general textual frequency of headword items in the form of 'frequency band' markers (see below). The CCED was deliberately chosen for making determinations of general textual frequency because it represents a more traditionally useable resource, accessible to any average language teacher/user, whereas on-line computer access to corpora such as CobuildDirect still do not. Since precise information concerning a word-form's textual frequency and place in the 'count' is unnecessary to this review, the use of computer corpora for this purpose seems less significant than does the illustrative use and practical application of the CCED as a EFL teaching/learning resource among EFL instructors towards a deeper understanding of vocabulary and its treatment in EFL pedagogy.

The original CCED was the product of a seven-year research programme in applied linguistics at the University of Birmingham, England, which was aimed at developing a description of the English language which was "not based on introspection of its authors, but which recorded their observations of linguistic behavior as revealed in naturally occurring texts" (Renouf: 1987 in Willis: 1990:27). The present edition of the CCED is

founded on the "massive authority" of The Bank of English, an online corpus of over 200 million words, from a total holding of 500 million words, including 15 million words of unscripted transcribed spoken texts, the largest corpus of its kind. The Bank of English is an up-to-date corpus, drawn from a wide range of real English texts. (For further details, see *Introduction* to the 1995 ed. of the *CCED* and Sinclair: 1997.)

3.1.4 Findings from Corpus Studies in the Literature and the CobuildDirect Corpus

In addition to assessing the general textual frequency of items, a limited number of lexical items developed in the textbooks from the inclusion of word-forms drawn from Monbusho's prescribed list will be considered to determine the extent to which the textbooks' treatment of word-forms reflects systematic attention to their most common meanings and uses. To that end, a more exacting and concrete assessment of the textual prominence of the senses and uses of items than the CCED provides is necessary here. Therefore, concerning establishing meaning/sense priorities based on their frequency of use, this paper will refer to finding of corpus studies in the published literature for its authority. Additionally, this paper will complement the those findings with current findings from the CobuildDirect corpus. The extent of the sampling drawn from the CobuildDirect corpus will necessarily be limited, as an exhaustive search of the huge quantities of data from its multi-million word corpora are beyond the scope of this paper, given that its primary research involves developing the lists of lexical items found in the textbooks under consideration.

3.2 Methods
Manually Listing Items From the Language Found in the Textbooks

The method for manually listing items found in the textbooks involves two major parameters: the primary purpose of this review, namely, to determine what distinct items are actually included in the textbooks and the use of the CCED for assessing the general textual frequency of the items. As far as possible this paper has made a concerted effort to list the items according to the following principles in conjunction with the CCED.

3.2.1.1 Listing of Lexical Items

As the CCED generally list headwords and their associated frequency bands inclusive of grammatical variants of the same lexeme or lemma, the lists appended here represent the different basewords or headwords of items included in the textbooks, not the total number of word-forms. (For example, the word-forms 'bring', 'brings', 'bringing', and 'brought' are listed together under the headword BRING, and on lists appended here the item *bring* represents the inclusion of occurrences of these associated forms.) [The number of word-forms representing this type of grammatical variation of the same headword is not, in itself, considered significant to the overall purpose of this review. However, a sample of randomly selected lexical items will be examined below in a consideration of their recurrence/patterns of reinforcement .]

However, the CCED departs from this practice where the textual evidence of prominent uses justifies doing so, assigning separate frequency information accordingly. For example, although the word-forms 'do', 'does', 'doing', 'did', and 'done' are included under the headword DO, the forms DIDN'T, DOESN'T and DON'T are listed as distinct headwords with their own frequency bands. Additionally, morphologically related word-

forms may be recognized as distinct headwords. For example, CERTAIN, CERTAINLY and CERTAINTY are listed as three distinct headwords with separate frequency bands. Therefore, the lists of lexical items appended here reflect similar treatment, and concerning which forms will be treated as distinct lexical items, this paper defers to the CCED.

Furthermore, headwords in the CCED are typically treated as polysemous, "as single lexical items with multiple senses" (McCarthy, 1990: 23), which are listed under the single headword. However, there are numerous exceptions, concerning textually prominent uses involving wide variations of textual frequency which necessitate distinct headword entries for these uses. For example, the headword DOWN has four distinct headword entries with separate frequency bands. Similarly, items appended here are considered polysemous. (Concerning detailing frequency assessment, see section: 3.2.2 below.)

The lists of items found in the language of the textbooks have been developed with these principles in mind in concert with the use of the CCED. However, in the absence of a computer text scanner, omissions and errors may be inevitable. Nonetheless, no effort has been spared to achieve consistency in the listing of items across textbooks.

3.2.1.2 Ambiguity

The number of high-frequency items included in Appendix B of this paper reflects a greater number of items than does Monbusho's actual list (see Appendix A). Appendix B represents high-frequency headwords derived from Monbusho's list. It is reasonably

assumed, for example, that while only *do* and *does* appear in Monbusho (1989:102-7, Table 2), *do, don't, doesn't* and *didn't* are also meant for teaching and, therefore, should be included on the list of Monbusho high-frequency prescribed word-forms found in Appendix B (the absence of *does* reflects its inclusion under *do*). Additionally, although no contracted forms (*he's, you're, it's,* etc.) appear on Monbusho's list and are not mentioned in its *Courses of Study* guidelines under "language elements" which may be included in the textbooks, it is, nonetheless, assumed that these high-frequency forms are likely intended for teaching, since the basewords for the contracted forms are included on Monbusho's list. Therefore, high-frequency contracted forms are included in Appendix B. [If ambiguity is unavoidable, this paper deems it more prudent to err on the side of inclusion.]

3.2.1.3 Multi-word Items

Although Monbusho's list contains no MWIs, they are variously present in the textbooks. A rigorous consideration of MWIs realized in the language of the textbooks is beyond the scope of this paper; an exhaustive consideration of MWIs and their associated frequencies could constitute a lengthy academic study in its own right. This paper's primary interest in these MWIs concerns the impact their presence in the textbooks has on the inclusion of prescribed word-forms. Therefore, *provisional* lists of MWIs found in the language developed within the textbooks will be noted on lists separate to single-word lexical items and appended.

3.2.1.3 Exclusions

Finally, personal and place names will be excluded from consideration here, as will numbers which are not found on Monbusho's prescribed list.

3.2.2 Assessing the Vocabulary Using the CCED's Frequency Bands

This paper will assess the general textual frequency of word-forms on Monbusho's word list (Appendix A); high-frequency lexical items developed in the textbooks from those word-forms (Appendix B); and the additional lexical items included in the textbooks (Appendices C and D). Concerning the word-forms on Monbusho's list all associated headword entries are listed and variations in frequency of use noted. Concerning the lexical items developed from those word-forms and the additional lexical items found in the textbooks, they are assessed *according to their use* in the textbooks. All senses of polysemous items found in the textbooks will not be accounted for; however, the inclusion of a high-frequency sense/use of an item will warrant its assessment as a high-frequency item, and exclusively low-frequency usage of items will be noted.

The CCED provides the user with "frequency bands" illustrating the general textual frequency of use for the items cited. The bands are illustrated by black diamonds:

5 ♦♦♦♦♦ = the most frequent band (approx. 700 items)

4 ♦♦♦♦ = 2nd most frequent band (approx. 1200 items)

(These bands represent the 1900 most frequent headwords of the CCED and are referred to in this paper as high-frequency items.*)

3 ♦♦♦ = 3rd most frequent band (approx. 1500 items)

(This band includes frequent headwords excluded from the top 1900 items.)

2 ♦♦ = 4th most frequent band (approx. 3200 items)

1 ♦ = 5th most frequent band (approx. 8100 items)

0 (no) ♦ = no associated frequency band

(These items would not be found among the top 3400, 6600, and14,700 headwords, respectively and are referred to in this paper as low-frequency items.*)

*Descriptions reflect this paper's focus on beginning/near-beginning, first-year lower-secondary school EFL learners.

CHAPTER 4: Findings and Discussion

4.1 Monbusho's List of Prescribed Words (From Monbusho: 1989, Table 2)

4.1.1 Lexical Selection and Textual Frequency

Ninety-two percent of the word-forms on Monbusho's prescribed list could be found among the 5 ♦ and 4♦ CCED frequency bands. There are no word-forms which would be exclusively found in the 1♦or no ♦ CCED bands. Of the 6% found in the 3♦ band and the 2% found in the 2♦ band, all could arguably be considered necessary to classroom operation (e.g.: *pen*, *dictionary*, *notebook*); useful to descriptions of domestic reality (e.g.: *afternoon*, *snow*, *sick*); or otherwise pedagogically useful or necessary (e.g.: *hers*, *excuse*, *good-bye*). Obviously, textual frequency has been a criterion in the formation of the list.

Factors Which Impact the Textual Frequency of Word-forms on Monbusho's List When Implemented in Monbusho-Approved Textbooks

4.1.2.1 The Description of 'Word' Informing Monbusho's Prescribed Word List

An orthographic description characterizes Monbusho's prescribed list. As discussed above in section 2.1.1, this description is not sensitive to distinctions in grammatical form or meaning and does not lend itself to principled implementation in the Monbusho-approved textbooks. Variable profiles of word-forms are evidenced. The absence of explicit meaning priorities results in the exclusion of many of the most common senses and uses of prescribed word-forms from the textbooks (see: Appendix B), which undermines the pedagogical value of Monbusho's initial selection of high-frequency word-forms. For example, the item *fall* is included in all the textbooks, but five of the books include only its sense of *autumn* (CCED: **fall** #19), omitting the more common meanings associated with the verb form. Low-frequency uses of the adjective form of the

item *kind* (2♦) are also found to the exclusion of its more common noun uses (5♦). One of the more striking examples of the exclusion of high-frequency uses of word-forms for lower-frequency ones is seen in the treatment of the item *over* in One World: *over* is omitted from the list of prepositions (p. 87) but included five times in its rather esoteric, pragmatic use of "ending a radio communication and waiting for a reply" (CCED: **over** #3.8), contextualized in a nautical setting (p. 90).

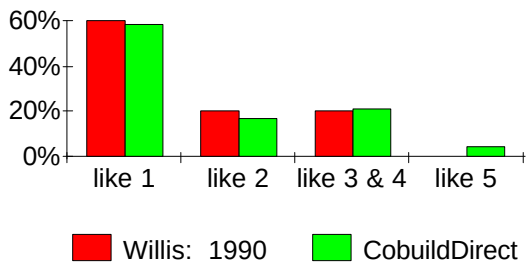
Not immediately apparent from Appendix B is the finding that lower-frequency uses occur in the textbooks more often than uses which are far more common textually. For example, all the textbooks include the item *watch*; however, its noun form (2♦) occurs far more frequently in the textbooks than does its verb form (5♦). Similarly, the item *make* can be found in all the textbooks, but its most common delexical uses (CCED: **make** # 1:1) are omitted entirely. Likewise, concerning the item *see*, instances of *I see* (CCED **see** #19) and *you see* (CCED **see** # 23) account for only 16% of all occurrences of *see* in the textbooks as opposed to 53% in findings from Sinclair and Renouf (1988: 152) and 35% in a random sample of 500 lines from a current search of *see* in the *ukspoken* corpus of CobuildDirect.

The orthographic character of Monbusho's list and lack of meaning priorities also allows for substitution of semantically opaque MWIs for morphologically similar but semantically unrelated prescribed word-forms. These MWIs, which may be comprehended by learners without reference to or knowledge of their constituent lexical parts through illustration or direct L1 translation, are cited and indexed in the textbooks as exemplifying inclusion of the prescribed word-forms. For example, Everyday English

(p. 32) includes the MWI *take off* (CCED: **take off** #1, "an aeroplane takes off"). In its index of words, Everyday English lists this semantically opaque MWI as representing Monbusho's prescribed word-forms *take* and *off*. Semantically, however, it cannot be said to appropriately represent either. The far more frequent and textually prominent delexical uses of *take* (CCED: **take** # 1:1-2) are omitted from the textbook, as are its high-frequency verb uses. Additionally, Everyday English omits *off* from its list of prepositions (p. 122) and adverbial and phrasal uses of *off* are omitted altogether from the textbook. Similar treatment of MWIs are evidenced in Sunshine (p. 66) and One World (p. 101) in connection with the MWI *give up* (CCED: **give up** #1, 2 "quit"). Both textbooks list this semantically opaque MWI as representing the far more frequent lexical item *give*, although *give* is not, in fact, included in either textbook. New Crown treats the MWI *get up* in the same way, to the exclusion of the prescribed, high-frequency *get*.

The exclusion of the most common uses of high-frequency items or the skewed prominence of their lower-frequency uses is evidenced in a consideration of the textbooks' treatment of a few specific lexical items. Figure 4.1 compares the textbooks' treatment of the item *like*, perhaps the most prominent lexical/full item occurring in all the textbooks, with the uses of *like* evidenced from findings in corpus studies.

Figure 4.1(a) Profile of item *like* in Willis: 1990 & CobuildDirect (current)



like 1: ‘resembling’; ‘similar’ ; ‘same way as’: *you can’t walk around like you’re lost / punching the air like some demented soccer player*
like 2: ‘such as’ : *Instead we have a lightweight like Warren Pitt. . ./ Games like this absorb the. . .*
like 3*: ‘enjoy’: *I like anything with tofu in it.*
like 4*: ‘would like’*: I would like to suggest the. . .*
like 5**: misc. : *I mean, like, you know. . . / Like, take this book. . . / my contribution, if you like my protest. . .*

*Shown together in Willis: 1990; In CobuildDirect: ‘enjoy’ = 10% / ‘would like’ = 11%
**misc. uses of *like* unaccounted for in Willis: 1990

note: CobuildDirect represents a limited search for the item *like* of 100 random lines from each of the twelve sub-corpora of CobuildDirect.

Figure 4.1 (b) Treatment of item *like* in Textbooks Under Consideration

Type (*like* senses 1-5) – Token (occurrences) in Textbooks

	Like 1	Like 2	Like 3	Like 4	Like 5
Columbus	0	0	23	0	0
Everyday	0	0	18	0	0
New Crown	2	1	40	0	0
New Horizon	5	0	20	0	0
One World	0	0	43	0	0
Sunshine	0	0	67	0	0
Total	0	0	87	0	0

As figure 4.1 shows, five of the seven textbooks omit the two most textually common uses of *like* altogether. New Crown and New Horizon include these senses to a very limited degree. Like #4 is similarly omitted from all the textbooks, although it, too, is somewhat more common than Like #3, which accounts for virtually all the occurrences of the item *like* in the textbooks. Like #3 “to enjoy” / “be fond of” is an important sense of the item and highly useful for young learners when talking about things they enjoy. However, the exclusion of the more textually prominent uses of *like*, particularly given the comparatively excessive recurrence of the item (see section 4.2.5 below), does not

expose learners to the most common uses of the item *like* or reflect a principled lexical treatment of the item overall.

Table 4.1 below presents a similar comparison concerning the item *by*. Again the findings show that the most common sense of the item evidenced in corpus studies is omitted from the textbooks. Of the textbooks which include the second most common use of the item *by* (by #2, "how"), all do so only in reference to modes of transport (i.e., "by train," "by bike," "by car," etc.). However, this use of by #2 is relatively infrequent compared with the use of ***by* + . . . ing**, which accounts for the majority of occurrences of by #2 found in the evidence of the three corpus studies in the table. Columbus includes only instances of by #3. Sunshine includes the word-form *by* only in the phrase "by the way" (CCED: **way** #34), which is semantically unrelated to the most common uses of the item *by* and echoes the confusion about word meaning inherent to orthographic description noted above.

Table 4. 1 Comparison of Corpus Findings for Item *by* with its Treatment in the Textbooks Under Consideration.

	By 1	By 2
	who/what did it (Willis: 1990) 50%	how (Willis: 1990) 21%
	cat.: 1 & 1.1 57% (Sinclair & Renouf: 1988)	cat. 2 & 2.1 21% (Sinclair & Renouf: 1988)
	COBUILDIRECT 63%	COBUILDIRECT 28% *
Columbus	0	0
Everyday	0	1
New Crown	0	8*
New Horiz	0	4*
One World	0	0
Sunshine	0	0
Total	0	3*
	By 3	**By 4**
	where (Willis: 1990) 3%	when: (Willis: 1990) 1.5%
	cat. 3: 3% (Sinclair & Renouf: 1988)	misc.: 1.5% (Sinclair & Renouf: 1988)
	COBUILDIRECT 2%	COBUILDIRECT 3% (other: 4%)
Columbus	6	0
Everyday	0	0
New Crown	0	0
New Horiz	3	1 phr.: "time passes by"
One World	0	0
Sunshine	0	1phr.: "by the way" CCED: way #34
Total	2	0

By #1: *stories read by Hollywood stars. . . / intervention by the Bank of Japan. . .*

By #2: *they earned money by selling jewelry / teenagers being killed by guns. . .*

(*references to modes of transport, e.i. *by car, by bike, by train, etc.* represent only 4% of by # 2 in CobuildDirect)

By #3: *Mombasa, by the Indian ocean coast. . .*

By #4: when: *on the market by* 1998. . ./ . . .*are returned by 3pm today / by then, a group of. . .*

other: *drive-by shootings / by itself /play-by-play / stop by / fine by me*

***** all instances refer to means of transport

note: CobuildDirect represents a limited search for the item *by* of 100 random lines from each of the twelve sub-corpora of CobuildDirect.

Table 4.2 presents a final comparison of the textbooks' treatment of the item *any* with its uses evidenced in corpus studies.

Table 4. 2 Comparison of Corpus Findings for Item *any* with Its Treatment in the Textbooks Under Consideration.

	any 1	**any 2**
	affirmative/ "all & every"	negative / "none"
	Tesch: 1990 (in Mindt: 1997) 50%	Tesch: 1990 (in Mindt: 1997) 40-30%
	Willis: 1990 42%	Willis: 1990 34% *
	CobuildDirect (current) 69%	CobuildDirect (current) 18%
Columbus	0	0
Everyday	0	1
New Crown	0	1
New Horizon	0	1
One World	0	1
Sunshine	0	3
Total	0	0
	any 3	**any 4**
	interrogative / "some"	phrasal / misc. uses
	Tesch: 1990 (in Mindt: 1997) 10%	-----**
	Willis: 1990 5%	Willis: 1990 19%
	CobuildDirect (current) 5%	CobuildDirect (current) 6%
Columbus	3	0
Everyday	1	0
New Crown	1	0
New Horizon	1	0
One World	5	0
Sunshine	0	0
Total	0	0

any 1: *ready to answer any questions / this kit can be made by any 11 year old*

any 2: *he could not find them in any shop / Let's not take any chances*
any 3: *did they give you any explanation? / are there any questions? /*
any 4: *and do not in any way represent. . ./ In any event, we. . ./ In any case, we may. . ./ I didn't feel like I even knew myself any more*

*any 2 & 3 shown together in Willis: 1990, with only 5% of sample "recognizable as questions"
**phrasal and misc. uses of *any* unaccounted for in Mindt: 1997

note: Findings from CobuildDirect represent a limited search of 100 random lines for the item *any* from each of the twelve sub-corpora of CobuildDirect.

Willis (1990) notes that the common EFL view of the use of the item *any* is that it is typically used in negative and interrogative sentences, and this is the picture presented to many language learners. It was anticipated, therefore, that the textbooks under consideration would likely reflect a similar treatment. As Table 4.2 shows, despite the overwhelming textual prominence of *any* in affirmative sentences, such uses are omitted from the textbooks. Additionally, any #3 occurs more often or in equal proportion to any #2 in five of the seven textbooks, despite its lower textual frequency. Total English omits the item *any* entirely.

The treatment of word-forms seen in the above findings illustrate the inadequacy of orthographic word description for EFL pedagogy and the necessity of establishing meaning priorities as discussed above in chapter two. Without addressing these fundamental lexical issues, a list of prescribed words, even one containing a high percentage of word-forms which could be found among the most textually prominent items of English, may prove ineffective when implemented.

Furthermore, without a corresponding commitment to the use of authentic (rather than contrived) language, the imperative of including prescribed word-forms in the textbooks also allows for incongruous or erroneous uses of prescribed items or awkward expressions. Sunshine (pp. 87-88), for example, in a reading passage designed to relate

the impoverished conditions of children in South-East Asia, describes the children as *busy* and thus unable to attend school. This use of *busy* (3♦) is arguably erroneous as it carries none of the emotional associations which the context suggests should rightly be conveyed (compare Bright and McGregor: 1970). The use of the prescribed high-frequency items *must* + *work* may have been more suitable. Similarly, New Horizon (p. 93) includes the following awkward ex-pression: "We're late. *Your uncle always takes too much time." The use of the prescribed high-frequency item *long* (CCED: **long** #1 "time"): "Your uncle always takes too *long*" would have employed a very frequent sense of this item, which is omitted from the textbook, and exemplified the collocational relationship of the lexical items *take* and *long*. The inclusion of erroneous or awkward exemplification of items is evidenced in all the textbooks.

4.2 Monbusho's Specifications of its Prescribed List and Their Impact on Learners' Overall Exposure to High-frequency Items

The specifications accompanying Monbusho's prescribed word list in its *Courses of Study* guidelines are, in fact, quite brief. They refer exclusively to the number of items to be included within the textbooks. As no English translation of the 1989 *Courses of Study* guidelines for *lower*-secondary schools could be found, the specifications related to Monbusho's prescribed list are reproduced below in translation in their entirety:

> 1000 words, inclusive of words in Table 2, may be included.
>
> (Monbusho, 1989: 102).

Additionally, Monbusho (1998b) reiterates the 1989 Guidelines stipulation con-cerning the overall curriculum that: "teaching contents of [the] three school years will be shown together so that lower-secondary schools can allocate plenty of time to flexible teaching."

4.2.1 The Number of High-frequency Items Derived from the Word-forms on Monbusho's Prescribed Word List

The number of high-frequency items drawn from Monbusho's prescribed word list is 494 (see Appendix B). This number represents the total number of high-frequency (5♦ and 4♦) CCED headwords derived from the base word-forms found on Monbusho's list (see Appendix A). This number of high-frequency headwords accounts for only 25% of the 1900 most frequent headwords in the CCED. Furthermore, this number represents the total number of high-frequency headword items prescribed by Monbusho for the three-year/course period of lower-secondary school (305 – 415 classroom hours).

Many very important high-frequency items are omitted from Monbusho's list. For example, 14% of the items from the lists of top 200 items of both spoken and written English compiled from the British National Corpus (cited in J. Willis: 1996) are omitted from Monbusho's list. Omitted items include: *thing*, *job*, *move*, *place*, *seem*, *point* (noun) and *hold*, among others. The omission of such items would not be expected of a prescribed word list covering between 305 – 415 classroom hours of instruction for beginning/near-beginning learners. Furthermore, omissions suggest lack of systematic

attention. For example, *build* and *building* are both included, but only *interesting* (3♦) is included, while *interest* (5♦) is omitted. Similarly, *mine*, *yours*, *ours*, *his*, and *hers* are included, but *theirs* and *its* (5♦) are not. Regarding such types of omissions, Sinclair and Renouf (1988: 147) state that there "is no evidence that such omissions are based on principle, and in any case, the principles involved would not be lexical."

Lexical Omissions Inconsistent with Specific Pedagogical Objectives Explicitly Outlined in Monbusho Guidelines

Developing the "function of discourse" "greeting" is among the explicit objectives for learners found in Monbusho (1998b). It is surprising, therefore, that the important and very frequent (CCED 3♦) lexical items *hello* and *hi* are omitted from Monbusho's list. [Curiously, *good-bye* (2♦) is included.] Furthermore, the high-frequency items *Mr*, *Mrs*, *Miss*, and *Ms*, which young learners require to more formally greet and address teachers, administrators, ALTs and other adults, are also omitted. These six items are not consistently included across textbooks as additional items (see: Appendix C). Similarly, MWIs, such as *good morning*/*afternoon/evening* and the very frequent "situational utterances" (Nattinger: 1980) *how do you do, how are you, and how are you doing* associated with greeting are also noticeably absent. These MWIs are also not consistently included across the textbooks as additional items (see: Appendix E).

Lexical Omissions Inconsistent with Broad Pedagogical Objectives Outlined in Monbusho Guidelines

The absence of any MWIs from Monbusho's list is also inconsistent with its broader objective of developing learners' practical communicative competence. As discussed above in section 2.3, scholars agree that such items are necessary to the development of

communicative competence and should be included on pedagogical word lists. Furthermore, it was argued that such items may be especially suitable for lower- level learners.

4.2.2 Limitation of the Total Number of Word-forms Allowed

As cited above, Monbusho Guidelines restrict the total number of word-forms included in the EFL syllabus in lower-secondary school to 1000. The restriction on the number of items is apparently aimed at not over-burdening learners. However, limiting the number of items to such an extent for a period of instruction covering between 305-415 classroom hours over a three-year period compares unfavorably to the recommendations in published literature (discussed above in section 2.3) as to the number of items which would constitute a principled corpus for beginners/near-beginners and prove adequate to the needs of learners required to continue EFL study in upper-secondary school and university (see also section 4.6, below).

4.2.3 Time-frame Allowance for the Inclusion of Word-forms in the Textbooks

Monbusho:1998b (cited above) reiterates Monbusho's (1989) Guidelines stipulation that the contents of the lower-secondary school EFL curriculum, including the prescribed word-forms (Table 2 of Monbusho: 1989), are shown together to allow for "flexible teaching." This stipulation, which ostensibly provides information on EFL curriculum and syllabus content for the full three years of lower-secondary school to allow for advanced preparation and "flexible teaching," has in actuality licensed textbook writers to incorporate Monbusho's prescribed word-forms at variable stages of the three levels of EFL textbooks. Consequently, learners using different level-one textbooks have very different exposure to prescribed word-forms, evident in Appendix B. Additionally, it should also be noted that Appendix B includes many high-frequency items which are in

portions of the textbooks which would likely *not* be covered during classroom instruction. Notwithstanding very frequent grammatical/structural items and lexical sets, such as days of the week, months, numbers and colors, there are relatively few prescribed word-forms which are included in *all* the level-one textbooks. Consequently, learners may have no exposure whatever in their first year of EFL instruction to many high-frequency prescribed word-forms. The actual items omitted varies widely across textbooks, and excluded items are numerous, as level-one textbooks' inclusion of prescribed items ranges from 62% to 69%. This fact precludes reinforcement of items omitted in level-one textbooks during learners' second year of EFL instruction. Lack of reinforcement would negatively impact on learners' assimilation of these items.

4.2.4 Grading of Prescribed Word-forms for Inclusion in Level-One Textbooks

Given the variable inclusion of prescribed word-forms in the textbooks, the issue of grading word-forms for inclusion in the level-one textbooks rightly comes to the fore. As noted above in section 2.2.1.4 concerning the limitations of word frequency, some items, such as important nouns and items relevant to the classroom (*pencil* 2♦, *dictionary* 2♦), and other pedagogically necessary items (*hers* 2♦, *ours* 2 ♦) do not lend themselves to objective grading based on textual frequency. Verb forms, however, do.

Mindt (1997:47-49) in a study of verbs found in LOB and Brown shows that irregular verb forms are more frequent than regular verb forms and ranks the top ten irregular verb forms according to their textual frequency in the two corpora [see also Grabowski and Mindt: 1994; 1995]. The list omits the top three irregular verbs *be*, *have*, and *do* since "these verbs have to be learned at a very early stage" (ibid.: 48). According to Mindt, uses of the following ten irregular verbs represent 45.6 percent of the verb patterns of

irregular verbs in the two corpora: *say, make, go, take, come, see, know, get, give, find.* Such grading remarkably reflects the imperatives of utility and economy in lexical selection argued for above in chapter two. All of these irregular verbs are included on Monbusho's prescribed word-list. Table 4.3 below presents the extent to which they are included in the textbooks. It is surprising to find that, although the three most frequent verbs are included in all the textbooks, all exclude the past forms of *be*, and only two textbooks include the past forms of *have*. Furthermore, none of the textbooks includes all of the irregular verbs in Mindt's study, although various lower-frequency verb forms are found in all the textbooks. Four of the seven textbooks omit all past forms. In New Horizon and One World, which display the most consistent inclusion of the verbs, past forms are decontextualized and appear only on indexed lists in approximately 30% of occurrences, overall. Recurrence of the verb forms is not systematic: items appearing only once or twice in a given textbook account for 30% of inclusions. Concerning the most common senses and uses of the items themselves, these are not necessarily included, as the CCED entries cited indicate. Substitution of the prescribed verb forms with semantically opaque and unrelated MWIs is also evidenced. On the

Table 4. 3 (CCED senses) Type – (Occurrences) Tokens of Top Irregular Verbs from LOB/Brown Corpora (in Mindt: 1997) found in Textbooks Under Consideration.

	Columbus	Everyday	New Crown	New Horiz	One World	Sunshine	Total
be	*	*	*	*	*	*	*
have	*	*	*	*	*	*	*
do	*	*	*	*	*	*	*
	Columbus	**Everyday**	**New Crown**	**New Horiz**	**OneWorld**	**Sunshine**	**Total**
say	2/9 CCED 1:1, 1: 12	1/5 CCED 1: 1	1/2 CCED 1: 1	1/7 CCED 1: 1	1/7 CCED 1: 1	1/3 CCED 1: 1	1/2 CCED 1: 1
make	1/3 CCED 3:1	(1/4) CCED 3:3	1 CCED 3:3	1/3 CCED 3:1	3/4 CCED 2:9,3:1,3:3	2/6 CCED 2:3, 3:1	2/2 CCED 3:1,3:3
go	4/6 CCED 1:1,1:3,1:4,3:1 "go on" : 9	2/10 CCED 1:1, 1:3	3/12 CCED 1:1,1:3,1:4 "go out" : 1	5/28 CCED 1:1, 1:3, 1:4, 1:5, 3:25	3/5 CCED 1:1,1:3,1:4	3/5 CCED 1:1,1:3,1:5	4/9 CCED 1:1,1:2, 1:5, 3:9
take	3/5 CCED 1:1-2, 2:1-2, "take off" : 4	X "take off" : 1	(1/2) CCED 1: 1-2	2/2 CCED 1: 1-2	2/2 CCED 1: 1, 2:2 "take off" : 1	1/2 CCED 1: 1-2	3/2 CCED 1: 1-2 "take off":4, "take it easy"(easy:13)
come	3/13 CCED 1:1,1:2,1:15 "come on" : 2	2/6 CCED 1:1, 1:2	2/3 CCED 1:1, 1:2	1/2x CCED 1:1, "come on" : 2	2/6 CCED 1:1, 1:15	1 CCED 1:1, "come on" : 2	1/2 CCED: 1: 1
see	4/5 CCED 1, 11, 23, 24	4/5 CCED 1,3,21,24	4/9 CCED 1,19,23,24	1/7 CCED 1	4/10x CCED 1,2,3,24	4/5 CCED 1,19,21,24	4/6 CCED 1,19,23,24
know	2/3 CCED 1:1, 1:6	1/2 CCED 1:1	1/2 CCED 1: 1	2/18x CCED 1:1, 1:2	1/2x CCED 1:1	2/6 CCED 1:1, 1:2	2/8 CCED 1:1, 1:2
get	3/13 CCED 1:7, 2:1, 2:3	2/9 CCED 1:7, 2:2, "get up" : 2, "get aw ay" : 3	X CCED "get up" : 2	1/5 CCED 1:6, "get up" : 2	2/4 CCED 1:4, 1:7, "get up" : 2	X	4/6 CCED 1:1, 1:7, 2:1, 2:3
give	X	X	1/2 CCED 1:8	X	X CCED "give up":2	X CCED "give up":2	X
find	X	(1) CCED 1:1	X	X	1x CCED 1:1	1 CCED 1:1	1 CCED 1:1

* Indicates general inclusion of item in textbook.
Red Indicates that past forms are excluded from textbook.
X Indicates that item is excluded from textbook.
( ) Indicates that item may likely be excluded from teaching.
x Indicates that past form is included only on list in back of textbook.

whole, there is little evidence of systematic grading seen in the inclusion and treatment of irregular verb forms included in the textbooks.

4.2.5 Recurrence/Reinforcement of Prescribed High-frequency Word-forms

The lack of systematic recurrence of items found in findings related to irregular verbs and the items *any* and *by* is again evidenced in a sample of randomly selected high-frequency prescribed lexical/full items. While for obvious reasons, many grammatical/empty items recur often and consistently in the textbooks, many lexical/full items do not. As Table 4.3 below shows, there is a wide variation of recurrence and, thus, patterns of reinforcement of prescribed high-frequency lexical/full items, both within individual textbooks concerning different items in the sample, as well as across textbooks concerning identical items in the sample. The sample suggests that it is not uncommon for items to appear only once or twice in an entire textbook. Previously-mentioned findings concerning irregular verbs and the items *by* and *any* largely support the suggestion that many items recur seldom or not at all in textbooks, arguing that the excessive recurrence of the item *like* is an anomaly. On the other hand, including the findings concerning the item *like* in the sample of recurrence would increase the variation of recurrence of items in a given textbook to as much as 87 to 1, which is a wide variation, indeed. Lack of or very low recurrence of items in a given textbook would obviously impact negatively on the reinforcement of those items and their assimilation by learners. This finding is exacerbated if items which are found in portions of the textbooks not likely to

Table 4. 4 Recurrence / Reinforcement of a Random Sample of Prescribed Lexical/Full Items

	Columbus	Everyday	NewCrown	NewHoriz	OneWorld	Sunshine	Total
bad	3	1	X	1	X	2	1
	pp. 81,84,100*	p. 81		p. 99		pp. 61, 62	p. 93
bring	1	X	2	X	1	X	1
	p. 48		p. 64		p. 22		p. 80
cold	1	2	1	1	X	X	1
	p. 89	pp. 81, 85	p. 74	p. 97			p. 12
easy	X	2	1	X	1	1	2
		pp. 60, 84*	p. 50		p. 106*	p. 80	pp. 87, 91
help	1	4	3	2	1	7	2
	p. 96	pp. 54, 69	pp. 70,72,86	pp. 82, back*	p. 89	pp. 59,62,88	pp. 54,59
just	2	2	1	2	X	1	2
	pp. 61, 100*	pp. 84*, 90	p. 80	pp. 88, 93		p. 60	p. 108*
last	2	1	2	4	7	13	8
	pp. 86, 93	p. 76	pp. 82, 89	pp. 95-99	pp. 92-97	pp. 73, 80-86	pp. 91-93, 103
live	8	2	5	2	X	4	8
	pp. 29,31,40,58	p. 52	pp. 56,67,73	pp. 99, 102		pp. 82, 85	pp. 33-39,72-74
little	1	2	3	3	6	2	1
	p. 54	p. 59	pp. 48,77,79	p. 4	pp.10, 60-61	pp. 76, 87	p. 73
long	2	2	1	1	4	1	7
	pp. 76, 100*	p. 84*	p. 89	p. 79	pp. 85, 106*	p. 87	pp. 12, 23, 33
							34, 49, 81, 108*
new	1	4	1	2	X	X	5
	p. 36	pp. 22, 33, 52	p. 58	pp. 24, 52			pp.12, 34, 61-63
next	X	2	2	1	2	1	3
		pp 65, 76	pp. 62, 89	p. 42	pp. 81, 84	p. 74	pp. 100, 104
only	X	1	X	X	1	2	1
		p. 2			p. 58	pp. 76, 98*	p. 86
open	1	1	2	3	3	2	1
	p. 62	p. 4	pp. 81, back*	pp. 6, 47, 55	pp. 36-37	pp. 8, 32	p. 8
shop	X	X	X	5	6	2	1
				pp. 93-96	pp. 35, 81	pp. 26, 31	p. 59
stay	1	X	1	X	3	1	X
	p. 86		p. 88		pp. 92,93,106*	p. 43	
stop	X	X	1	2	1	1	X
			p. back*	pp. 50, 53	p. 35	p 30	
use	1	2	2	3	2	11	8
	p. 76	pp. 60, 78	pp. 29, 88	pp. 68, 91	pp. 63, 106*	pp.2-4,37,76,80	pp. 23,32,34,57,
							81, 82, 91, 104
way	3	1 (14)*	2	X	1	2	1*
	pp. 17, *back	pp. 49	pp. 77, 101		p. 35	p. 66	p. 69
work	1	X	6	1	1	1	5
	p. 96		pp. 40, 70, 80	p. 77	p. 59	p. 87	pp. 33-36

X indicates item is omitted from textbook

* item occurs in a portion of text (songs, realia, back cover, etc.) likely not included in classroom instruction

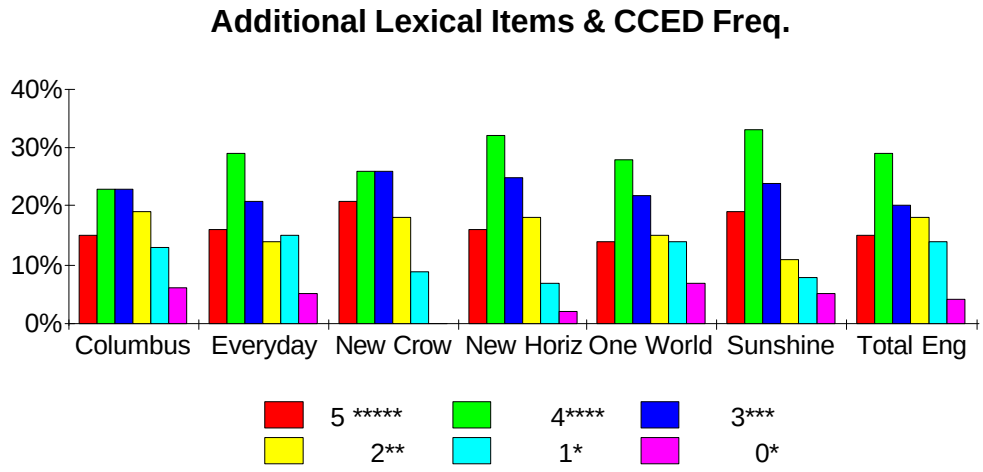
Red highlights items which occur only once or twice throughout a textbook

receive classroom instruction are excluded. While the sample is not large enough to make definitive statements concerning the recurrence of items in textbooks overall, it may be said none of the textbooks shows a consistent pattern of recurrence of items within the study.

4.2.6 Additional Items (Monbusho-approved but not Prescribed) in the Textbooks

Of primary concern here is the extent to which the additional items include high-frequency items or, conversely, unnecessary low-frequency items of very limited utility to learners. Given the limitation on the overall number of word-forms allowed by Monbusho, the imperatives of utility and economy in lexical selection discussed in chapter two assume even greater importance. Figure 4.2 below shows a breakdown of additional lexical items into CCED frequency bands.

Figure 4.2



On average, items of very low-frequency (2♦, 1♦, (no) 0♦ bands) account for 31% of the additional items in the textbooks (see Appendix C for lists of individual items by textbook). This figure does not include items found in the 3♦ CCED band, which would also be excluded from the top 1900 most frequent items. The actual number of

additional low-frequency items ranges from 25 items in Sunshine to 67 items in Total English. The actual number of additional high-frequency items included in the textbooks ranges from 46 items in New Horizon to 81 items in Total English.

A numerical breakdown of headword items included in the textbooks is presented below in Table 4.5. Setting aside for the moment the uses and meanings of the items, the quantitative numbers of high-frequency headword items included in the textbooks compares unfavorably to the recommendations in the literature, particularly in light of the pedagogical objectives set for learners (developing the "four language skills" and "communicative competence") and the EFL requirements they will face in upper-secondary school and university.

Table 4. 5 Total Headword Items Included in the Textbooks

	Columbus	Everyday	New Crown	New Horiz	One World	Sunshine	Total
Mon. h.f. items (494 total)	318	322	330	309	328	308	341
Mon. l.f. items* (41 total)	21	26	25	25	30	20	29
Add. h.f. items	59	63	55	46	65	55	81
Add. 3 dia items	34	29	29	23	33	25	35
Add. l.f. items	58	46	30	26	54	25	67
Total items	490	486	469	429	510	433	553
Total h.f. items	377	385	385	355	393	363	422

Note: h.f. items = high frequency CCED 5♦ & 4 ♦ headword s (top 1900 items)

3 dia. items = CCED 3♦ headword items

l.f. items = low frequency CCED 2♦, 1♦, 0♦ headword items

* Mon. l.f. items also include CCED 3♦ items.

Additionally, the number of Monbusho prescribed high-frequency items (494) remains constant over the three year/course period, and Monbusho's restriction on the overall number of items limits additional items to approximately 500 items over the same period

(and this is a maximum limitation, not a requirement). In the level-one textbooks only 44% of additional items overall are high-frequency items. While it is a matter of speculation what percentage of additional items in the two subsequent courses will be high-frequency items, the evidence in the present review does not suggest systematic attention to textual frequency in the selection of additional items, and it is likely that the total number of high-frequency items included in the full three year/course for any textbook may not exceed 700. This is the number of high-frequency items included in some *level-one* EFL coursebooks (compare Willis, J. and Willis, D: 1988).

A consideration of the actual low-frequency items in the textbooks reveals the inclusion of a comparatively large number of items of highly questionable pedagogical value. Allowing for the inclusion of items relating to school life and the L1 culture (approximately 14% of the total number of items), as well as important items which relate to domestic reality or which may make for a motivating course of study for young learners, many items still stand out as of very low pedagogical value in a level-one EFL course for beginning/near-beginning learners: *ace, appliance, chimney, cider, crust, donkey, embroidery, hog, miller, needle, precious, squeak, tidings* and *u-turn*, among others.

Concerning items from among the 3♦ CCED band, some would be semantically covered by high-frequency items already found on the prescribed list, such as: *volunteer* (3♦) - *help* (5♦); *hall* (3♦) - *building* (5♦); *familiar* (3♦) - *know* (5♦). Many items are of questionable utility: *broadcasting, leather, mill, shadow*, etc. Still others seem to be of very limited currency to first-year, lower-secondary school learners: *enemy, exhibition*,

opera, moral, saint and the incongruity of these items alongside such dubious low-frequency items as *bow-wow, grunt, mew, moo, sleepyhead,* and *woof* is striking.

From a lexical perspective, it is difficult to intuit any pedagogical justification for the inclusion of such items in level-one EFL textbooks for beginning/near-beginning learners. Their inclusion in the textbooks does not suggest that lexical selection has been informed by lexical principles relating to the economical and utilitarian selection of items.

4.3 Discussion

The orthographic character of Monbusho's prescribed word list; the treatment of individual forms of a word as identical based on morphological similarities when, in fact, such "word-forms are so different from each other in their primary meanings and central patterns of behavior" that they "warrant separate treatment"; and the substitution of semantically opaque and unrelated MWIs for morphologically similar prescribed word-forms seen in Monbusho-approved textbooks strongly suggests that for these syllabus designers and coursebook writers "the concept of 'word' remains blurred" (Sinclair and Renouf, 1988: 146-147). Explicit decisions concerning fundamental lexical principles, such as what counts as a word, what about a word is meant for teaching, and meaning priorities for words are lacking. These factors negatively impact on learners' systematic exposure to the most common words of English and their meanings and uses, and suggest that the approach taken to lexis is ill-informed of lexical principles found in the literature.

The exclusion from the textbooks of the most common uses and meanings of many prescribed word-forms found in the corpus studies; the skewed prominent inclusion of items' lower-frequency uses; the substitution of morphologically similar but semantically unrelated MWIs for prescribed high-frequency word-forms; the absence of any high-frequency MWIs from Monbusho's list; the inconsistency of lexical omission with explicit pedagogical objectives; the omission of a voluminous number of high-frequency items; the inclusion of a voluminous number of low-frequency items of low pedagogical utility; and the undue limitation of total word-forms, all suggest that attention to lexical selection in general and lexical textual frequency in particular has not been systematic, despite the inclusion of a high percentage of word-forms on Monbusho's list which could be found among high-frequency items. These factors also impact negatively on learners' systematic exposure to the most common words of English and their meanings and uses.

Notwithstanding the initial selection of textually prominent word-forms for inclusion in the EFL syllabus, there is little evidence of systematic grading of items included in the textbooks. The word-forms are included and recur in the textbooks variably; furthermore, different profiles of the same word-form are developed across textbooks irrespective of meaning priorities. Findings concerning the grading of irregular verbs also suggests that items and senses of items have not been included on the basis of their textual frequency of occurrence.

Overall, the findings concerning the treatment of prescribed word-forms across Monbusho-approved textbooks reflect similar findings in Renouf's (1984) study, concerning which Sinclair and Renouf (1988) observe that "books which offer

themselves as covering similar ground show widely differing treatment of vocabulary," suggesting that, "there has been little coordination in establishing targets" (142).

Although the sample of recurrence presented in Table 4.4 is limited, if it is considered in conjunction with the evidence of recurrence seen in the treatment of irregular verbs (Table 4.3) and the items *like* (Fig. 4.1), *by* (Table 4.1) and *any* (Table 4.2), the number of items considered is not insignificant. Wide variations of recurrence of items are found. Furthermore, it is not unusual for high-frequency items to appear only once or twice in an entire textbook. This finding is disconcerting in that it may suggest an approach to the prescribed list whereby a single inclusion or two of a word-form is deemed sufficient to "tick it off" as having been "covered" and in need of no further attention. This concern becomes more pronounced in light of the finding that semantically unrelated MWIs may be erroneously substituted for prescribed word-forms. However, an exhaustive study of the recurrence of all lexical/full items in each of the three levels of textbooks would be necessary to determine the full extent of the recurrence of those items.

Overall, the tentative findings here support the hypothesis that Monbusho's list does not effect a principled treatment of the word-forms or a systematic attention to their most common meanings and uses. Additionally, the findings indicate that the Ministry's approach to lexis as realized in Ministry-approved textbooks is ill-informed of the lexical principles found in the literature. However, a more extensive analysis of the present data than the scope of the this review allows is required; furthermore, the treatment of lexis in subsequent levels of the coursebooks considered here has not been addressed.

Despite its limitations, the present study is not without immediate use. Broadly speaking, it can help promote an awareness among fellow teachers that the "goals of vocabulary teaching must be more than simply covering a certain number of words on a word list" and of the continuing need to develop a richer concept of vocabulary in EFL instruction (Richards, 1976:88). It also represents a strong endorsement of the value of corpora and corpus resources for the selection, grading and treatment of lexis in EFL instruction.

Additionally, Japanese English teachers inform that English departments may elect to change textbooks in the second year of EFL instruction. Such decisions may be made on the understandable assumption that, since all textbooks are required to include the prescribed words, and all are approved by Monbusho, the differences between them would be largely thematic or methodological. However, the evidence shows that the lexical content itself is quite varied among level-one textbooks, and the profiles developed for many prescribed word-forms included in them also varies across textbooks. These factors suggests that a change of textbook in the second year of EFL instruction could mean that learners may never be exposed to prescribed word-forms on Monbusho's list in their classroom instruction. As noted above, the number of items included in the EFL syllabus is already inadequate, and additional, inadvertent reduction would further disadvantage learners. The present study could be used to assist lower-secondary school English departments in their initial textbook selection, by objectively informing them of the varied lexical content of the individual textbooks and exemplifying the textbooks' treatment of word-forms considered in the study.

The present study can also help teachers to identify the more salient lexical items and their senses found in a given textbook and compare these with textually prominent meanings and uses of the items. Identifying high-frequency uses and meaning that are omitted in textbooks can assist teachers in developing supplementary materials for prescribed word-forms. Conversely, identifying items/senses which have received adequate or excessive reinforcement can save valuable classroom instruction time by avoiding needless additional reinforcement. Furthermore, presenting learners in the earlier stages of instruction with unfamiliar, textually prominent uses of items for which they already have a limited knowledge will expand learners' knowledge of the items and avoid building a resistance in learners to the assimilation of alternate senses of items (observed in later stages of learning) which may result from the excessive reinforcement of a single sense of the item.

Conclusion

The tentative findings in this review suggest that the treatment of lexical items in Monbusho-approved textbooks does not significantly expose learners to the most common words of English or reflect a systematic attention to the most common uses and meanings of the lexical items that are included in the textbooks. Given the prominence of the EFL textbook in lower-secondary school EFL instruction, the findings imply that Monbusho's approach to lexis as realized in Monbusho- approved textbooks may be a factor in learners' lack of familiarity with many of the most common words of English and their meanings and uses.

However, since the present study concerns only the level-one textbooks in these courses, the treatment of prescribed word-forms in subsequent levels has not been addressed, and the extent to which high-frequency senses of prescribed word-forms are included and recur in them needs to be examined in order to have a complete assessment of their treatment throughout the courses. Subsequent levels may expand upon the lexical content of the first course to include high-frequency senses of items which may have been deemed syntactically complex or involve meanings not considered psychologically central for learners.

Furthermore, the consideration of the data in the present study does not encompass an exhaustive review of the specific uses of all the word-forms found in the textbooks. The data presented here concerning the textbooks' treatment of word-forms involving specifically cited items represents approximately 15% of the number of high-frequency prescribed word-forms included in the textbooks overall. Therefore, it would be imprudent to extrapolate from this limited sample the treatment of the larger body of word-forms not directly considered. A more exhaustive consideration of the specific treatment of the prescribed word-forms in necessary. However, the evidence suggests that the development and analysis of a corpus containing the lexical content of the three-levels of Monbusho-approved coursebooks if fully justified and warranted.

Appendix A

Complete Monbusho Word List (from Monbusho, 1989: 102-107 Table 2) with Associated CCED Frequency Band Markers

1. a 5♦ 2. about 5♦ 3. across 5♦

4. after 5♦
5. afternoon 3♦
6. again 5♦
7. ago 5♦
8. all 5♦
9. already 5♦
10. also 5♦
11. always 5♦
12. am (be) 5♦
13. among 5♦
14. an (a)5♦
15. and 5♦
16. animal 4♦
17. another 5♦
18. answer 5♦
19. any 5♦
20. anyone 4♦
21. anything 5♦
22. April 4♦
23. are 5♦
24. arrive 4♦
25. as 5♦
26. ask 5♦
27. at 5♦
28. August 4♦
29. aunt 4♦
30. away 5♦
31. back 5♦
32. bad 5♦
33. be 5♦
34. beautiful 4♦
35. because 5♦
36. become 5♦
37. before 5♦
38. begin 5♦
39. between 5♦
40. big 5♦
41. bird 4♦
42. black 5♦
43. blue 5♦
44. boat 4♦
45. book 5♦
46. both 5♦
47. box 4♦
48. boy 5♦
49. bread 3♦
50. break 5♦
51. breakfast 3♦
52. bring 5♦
53. brother 5♦
54. build 5♦
55. building 5♦
56. bus 3♦
57. busy 3♦
58. but 5♦
59. buy 5♦
60. by 5♦
61. call 5♦
62. can (modal)5♦ (n)2♦
63. car 5♦
64. card 4♦
65. carry 5♦
66. catch 4♦
67. chair 4♦
68. child 5♦
69. city 5♦
70. class 5♦
71. clean 4♦
72. close (1v-ERG,2 adj)5♦(3v)3♦
73. cloud 3♦
74. club 5♦
75. cold 4♦
76. college 4♦
77. colo (u) r 5♦
78. could 5♦
79. come 5♦
80. cook 4♦
81. cool 4♦
82. country 5♦
83. cry 4♦
84. cup 5♦
85. cut 5♦
86. dark 4♦
87. daughter 5♦
88. day 5♦
89. dear 3♦
90. December 4♦
91. desk 4♦
92. dictionary 2♦
93. different 5♦
94. dinner 4♦
95. do (1aux, 2 v)5♦(3n)0♦
96. does 5♦
97. door 5♦
98. down (1prep, adv)5♦ (2adj)0♦ (3v)2♦ (4n)0♦
99. draw 5♦
100. drink 4♦
101. drive 5♦
102. during 5♦
103. each 5♦
104. ear 3♦
105. early 5♦
106. easy 5♦
107. eat 4♦
108. eight 5♦
109. eighteen 5♦
110. eighth 4♦
111. eighty 5♦
112. either 5♦
113. eleven 5♦
114. eleventh 4♦
115. English 4♦
116. enjoy 4♦
117. enough 5♦
118. evening 3♦
119. ever 5♦
120. every 5♦
121. everyone 4♦
122. everything 5♦
123. eye 5♦
124. excuse 3♦
125. face 5♦
126. fall 5♦
127. family 5♦
128. famous 4♦
129. far 5♦
130. farm 4♦
131. fast 4♦
132. father 5♦
133. February 4♦
134. feel 5♦
135. few 5♦
136. fifteen 5♦
137. fifth 4♦
138. fifty 5♦
139. find 5♦
140. fine (1adj)4♦ (2n)3♦
141. finish 4♦
142. first 5♦
143. fish 4♦
144. five 5♦
145. flower 4♦
146. fly 5♦
147. food 5♦
148. foot 5♦
149. for 5♦
150. forget 4♦
151. forty 5♦
152. four 5♦
153. fourteen 5♦
154. fourth 4♦
155. Friday 4♦
156. friend 5♦
157. from 5♦
158. fruit 4♦
159. game 5♦
160. garden 4♦
161. get 5♦
162. girl 5♦
163. give 5♦
164. glad 3♦
165. glass 4♦
166. go 5♦
167. good 5♦
168. good-by(e) 2♦
169. great 5♦
170. green 5♦
171. ground 5♦
172. grow 5♦

173. hair 4♦
174. half 5♦
175. hand (1n)5♦ (2v)4♦
176. happy 4♦
177. hard 5♦
178. has 5♦
179. have 5♦
180. he 5♦
181. head 5♦
182. hear 5♦
183. help 5♦
184. her 5♦
185. here 5♦
186. hers 2♦
187. high 5♦
188. hill 3♦
189. him 5♦
190. his 5♦
191. holiday 4♦
192. home 5♦
193. hope 5♦
194. hot 4♦
195. hour 5♦
196. house 5♦
197. how 5♦
198. hundred 5♦
199. I 5♦
200. if 5♦
201. idea 5♦
202. important 5♦
203. in 5♦
204. interesting 3♦
205. into 5♦
206. introduce 4♦
207. invite 4♦
208. is 5♦
209. it 5♦
210. January 4♦
211. Japan (none)
212. Japanese 4♦
213. July 4♦
214. June 4♦
215. just 5♦
216. keep 5♦
217. kind (1n)5♦ (2adj)2♦
218. kitchen 4♦
219. know 5♦
220. lake 3♦
221. language 4♦
222. large 5♦
223. last 5♦
224. late 5♦
225. learn 5♦
226. leave 5♦
227. left 5♦
228. lend 3♦
229. let 5♦
230. letter 5♦
231. library 3♦
232. life 5♦
233. light (1n)4♦
(2,3 adj)3♦
234. like 5♦
235. listen 4♦
236. little 5♦
237. live (1v)5♦ (2adj)3♦
238. long (1 adj,2 adv,
3 phr)5♦ (4v)2♦
239. look 5♦
240. lose 5♦
241. love 5♦
242. lunch 4♦
243. make 5♦
244. man 5♦
245. many 5♦
246. March 4♦
247. May 4♦
248. may 5♦
249. me 5♦
250. mean (1v)5♦ (2adj)2♦
251. meet 5♦
252. milk 3♦
253. mine (1prn poss)5♦
(2n)2♦
254. minute (1n)5♦ (2adj)1♦
255. Monday 4♦
256. money 5♦
257. month 5♦
258. moon 3♦
259. more 5♦
260. morning ♦5
261. most 5♦
262. mother 5♦
263. mountain 3♦
264. mouth 4♦
265. much 5♦
266. music 5♦
267. must 5♦
268. my 5♦
269. name 5♦
270. near 5♦
271. need 5♦
272. never 5♦
273. new 5♦
274. news 5♦
275. next 5♦
276. nice 4♦
277. night 4♦
278. nine 5♦
279. nineteen 5♦
280. ninety 5♦
281. ninth 4♦
282. no 5♦
283. nothing 5♦
284. noon 2♦
285. nose 3♦
286. not 5♦
287. notebook 2♦
288. November 4♦
289. now 5♦
290. October 4♦
291. of 5♦
292. off 5♦
293. often 5♦
294. old 5♦
295. on 5♦
296. once 5♦
297. one 5♦
298. only 5♦
299. open 5♦
300. or 5♦
301. other 5♦
302. our 5♦
303. ours 2♦
304. out 5♦
305. over 5♦
306. paper ♦5
307. park 4♦
308. pen 3♦
309. pencil 2♦
310. people 5♦
311. picture 4♦
312. plane 4♦
313. play 5♦
314. please 4♦
315. poor 4♦
316. popular 4♦
317. pretty 4♦
318. put 5♦
319. question 5♦
320. quickly 5♦
321. rain 4♦
322. read 5♦
323. ready 4♦
324. really 5♦
325. remember 5♦
326. red 5♦
327. rice 3♦
328. rich 4♦
329. ride 4♦
330. right 5♦
331. rise 5♦
332. river 4♦
333. room 5♦
334. run 5♦
335. sad 4♦
336. same 5♦
337. Saturday 4♦
338. say 5♦
339. school 5♦
340. sea 4♦

341. season 5♦
342. second 5♦
343. see 5♦
344. sell 5♦
345. send 5♦
346. September 4♦
347. seven 5♦
348. seventeen 5♦
349. seventh 4♦
350. seventy 5♦
351. shall 4♦
352. she 5♦
353. shop 4♦
354. short (1adj)5♦ (2n)2♦
355. should 5♦
356. shout 3♦
357. show 5♦
358. sick 3♦
359. since 5♦
360. sing 4♦
361. sister 5♦
362. sit 5♦
363. six 5♦
364. sixteen 4♦
365. sixth 4♦
366. sixty 5♦
367. sky 3♦
368. sleep 4♦
369. slowly 4♦
370. small 5♦
371. smile 4♦
372. snow 3♦
373. so 5♦
374. some 5♦
375. someone 4♦
376. something 5♦
377. sometimes 4♦
378. son 5♦
379. soon 5♦
380. sorry 4♦
381. speak 5♦
382. spend 5♦
383. sport 4♦
384. spring 4♦
385. stand 5♦
386. star 5♦
387. start 5♦
388. station 4♦
389. stay 5♦
390. still 5♦
391. stop 5♦
392. store 4♦
393. story 5♦
394. street 5♦
395. strong 5♦
396. student 5♦
397. study 5♦
398. such 5♦
399. summer 4♦
400. sun 4♦
401. sure 5♦
402. Sunday 4♦
403. swim 3♦
404. table 4♦
405. take 5♦
406. talk 5♦
407. tall 3♦
408. teach 4♦
409. teacher 4♦
410. tell 5♦
411. ten 5♦
412. tenth 4♦
413. than 5♦
414. thank 5♦
415. that 5♦
416. the 5♦
417. their 5♦
418. them 5♦
419. then 5♦
420. there 5♦
421. these 5♦
422. they 5♦
423. think 5♦
424. third 4♦
425. thirteen 5♦
426. thirty 5♦
427. this 5♦
428. those 5♦
429. thousand 5♦
430. three 5♦
431. through 5♦
432. Thursday 4♦
433. time 5♦
434. to 5♦
435. today 5♦
436. together 5♦
437. tomorrow 4♦
438. too 5♦
439. town 5♦
440. tree 4♦
441. try 5♦
442. Tuesday 4♦
443. turn 5♦
444. twelfth 4♦
445. twelve 5♦
446. twenty 5♦
447. two 5♦
448. uncle 3♦
449. under 5♦
450. understand 5♦
451. until (till) 5♦
452. up 5♦
453. us 5♦
454. use (1v)5♦ (2n)4♦
455. useful 4♦
456. usually 4♦
457. vacation 2♦
458. very 5♦
459. village 4♦
460. visit 5♦
461. wait 5♦
462. walk 5♦
463. wall 5♦
464. want 5♦
465. warm 4♦
466. wash 3♦
467. watch (1v)5♦ (2n)2♦
468. water 5♦
469. way 5♦
470. we 5♦
471. Wednesday 4♦
472. week 5♦
473. welcome 4♦
474. well (1adv prag, 2adv grad, 3phras, 4adj) 5♦ (5n)2♦ (6v)1♦
475. what 5♦
476. when 5♦
477. where 5♦
478. which 5♦
479. white 5♦
480. who 5♦
481. whose 5♦
482. why 5♦
483. will (1mod)5♦ (2n)4♦
484. wind 4♦
485. window 4♦
486. winter 3♦
487. with 5♦
488. without 5♦
489. woman 5♦
490. wonderful 4♦
491. word 5♦
492. work 5♦
493. world 5♦

494. worry 4♦
495. would 5♦
496. write 5♦
497. wrong 4♦
498. yard 4♦
499. year 5♦
500. yellow 3♦
501. yes 5♦
502. yesterday 5♦
503. yet 5♦
504. you 5♦
505. young 5♦
506. your 5♦
507. yours 3♦

Appendix C: Additional Lexical Items Occurring in the Textbooks:
Additional Lexical Items in Columbus

1. add 5♦
2. album 4♦
3. apple 3♦
4. area 5♦
5. around 5♦
6. art 5♦
7. autograph 1♦
8. badge 1♦
9. bag 4♦
10. ball 4♦
11. band 4♦
12. baseball 3♦
13. basketball 2♦
14. beach 3♦
15. beef 2♦
16. bell 3♦
17. birthday 3♦
18. body 5♦
19. bow-wow 0♦
20. cake 3♦
21. calligraphy 0♦
22. camera 4♦
23. candle 2♦
24. candy 1♦
25. cartoon 2♦
26. cat 3♦
27. caw 0♦
28. CD 3♦
29. cereal 2♦
30. chicken 3♦
31. chocolate 3♦
32. church 4♦
33. circle 4♦
34. circus 2♦
35. classroom 2♦
36. coffee 3♦
37. collect 4♦
38. comic 2♦
39. computer 4♦
40. cooking 3♦
41. crow 1♦
42. cuckoo 1♦
43. dad 3♦
44. dog 4♦
45. doll 2♦
46. drums 3♦
47. duck 2♦
48. egg 4♦
49. embroidery 1♦
50. equal 3♦
51. eraser 0♦
52. favorite 4♦
53. football 4♦
54. fun 4♦
55. goal 4♦
56. government 5♦
57. grandfather 2♦
58. grandmother 2♦
59. grunt 1♦
60. guitar 3♦
61. hat 3♦
62. hello 3♦
63. hey 2♦
64. hi 3♦
65. hog 1♦
66. hooray 0♦
67. its 5♦
68. join 5♦
69. juice 3♦
70. jump 4♦
71. kick 4♦
72. lady 4♦
73. later 5♦
74. literature 3♦
75. loud 3♦
76. lover 3♦
77. luck 3♦
78. math 1♦
79. message 4♦
80. mew 0♦
81. Miss. 5♦
82. mom 2♦
83. moo 0♦
84. Mr. 5♦
85. Mrs. 5♦
86. Ms. 5♦
87. number 5♦
88. oh 4♦
89. OK 4♦
90. oranges 3♦
91. owl 2♦
92. page 5♦
93. pass 5♦
94. PE 1♦
95. phone 4♦
96. piano 2♦
97. pizza 2♦
98. place 5♦
99. player 5♦
100. pork 2♦
101. prefer 4♦
102. present 2♦
103. pumpkin 1♦
104. racket 1♦
105. radio 5♦
106. recorder 2♦
107. republic 4♦
108. responsibility 4♦
109. ring 3♦
110. rock 4♦
111. round 2♦
112. rule 5♦
113. ruler 2♦
114. salad 2♦
115. sandwich 2♦
116. scary 1♦
117. science 4♦

118. sheet 3♦
119. shoes 3♦
120. shoot 1♦
121. simple 4♦
122. skating 2♦
123. sleepyhead 0♦
124. soccer 3♦
125. soda 1♦
126. sofa 2♦
127. sound 5♦
128. soup 2♦
129. spaghetti 1♦
130. stamp 3♦
131. strict 3♦
132. swimming 3♦
133. tape 4♦
134. tea 4♦
135. tennis 3♦
136. textbook 1♦
137. thing 5♦
138. thirsty 1♦
139. touch 4♦
140. travel 4♦
141. TV 4♦
142. videotape 2♦
143. voice 4♦
144. volleyball 1♦
145. wave 4♦
146. weekend 4♦
147. whole 5♦
148. woof 0♦
149. wow 1♦
150. yeah 5♦
151. zero 2♦

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